



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

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**(Pre-registered as BISHOP RAMSEY NORTHWOOD/BISHOP RAMSEY
ICKENHAM)**

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

BISHOP ARDEN CHURCH OF ENGLAND SCHOOL

Contents

The application form explained	3
Sections	3
Application checklist	6
Declaration	8
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	12
Section D – education plan: part 2	13
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	13
D2 – measuring pupil performance effectively and setting challenging targets	14
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	14
D4 – the school will be welcoming to pupils of all faiths/world views and none	15
Section E – evidence of need	16
E1 – provide valid evidence that there is a need for this school in the areas	16
E2 – successful engagement with parents and the local community	16
Section F – capacity and capability	17
F1 (a) Skills and experience of your team	18
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	22
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	22
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	23

F5 – Independent schools have an appropriate, well-maintained, and secure site	23
Section G – budget planning and affordability	24
Section H – premises (use Excel spread sheet)	25
Annexes	26
CV template	27
Self-assessment form for independent schools	29
Governance self-assessment	35

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

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?	n/a	
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	n/a	
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?	√	
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?	√	
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	n/a	
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	√	

* 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>	√	

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:  (please delete as appropriate)

Print name: 

Date: 1/3/16

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

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



Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

Bishop Arden Church of England School (BA) is sponsored jointly by Bishop Ramsey Church of England School (BR) and The London Diocesan Board for Schools (LDBS). The capacity of the sponsors to deliver a high quality free school comes from the strong pedigree that both the LDBS and BR have demonstrated over many years. The LDBS is an experienced academy sponsor and has been involved in establishing ten free schools in the Greater London area. BR is an approved academy sponsor and as a National Teaching School has taken a leading role in driving forward the school improvement agenda in Hillingdon. It has also provided effective and successful school to school support to 6 Hillingdon schools across both the primary and secondary phases.

In addition to being a Teaching School, BR is also a SCITT and so will be ideally placed to recruit strong candidates to work across the Bishop Ramsey Academy Trust. As outlined in Sections D and G below, key employees will be appointed to the Academy Trust, with a remit to work across both schools. Others will be appointed to work solely in one of the schools in the MAT. In either event, Bishop Ramsey SCITT will have access to a stream of high quality entrants to the teaching profession and will be able to quality assure the developing teaching establishment at Bishop Arden.

Bishop Arden School will be distinctively Christian in its ethos and mission and inclusive in its admissions criteria and in its approach to stakeholders. It will provide an academic curriculum offer in a comprehensive context and will have high and challenging expectations of all members of its community. 50% of places will be reserved for families who worship regularly in a Christian place of worship. The remaining 50% of places will be reserved for families in the local area. It will be made clear in our published material that Bishop Arden School will be particularly attractive to people with a preference for an education which gives an emphasis to the importance of faith in school life. It will be promoted as a school **‘where world faiths learn well together’**.

BA will be a secondary school with a Sixth Form admitting 180 pupils into Year 7 each

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

year, in six forms of entry. It will include a unit on site for up to 21 additional pupils (3 per year group) with statements for Autistic Spectrum Disorders, who will be included as fully as is appropriate in the life of the school. There is an identified local need for such a unit.

Plans for the ASD Unit are deliberately unformed at this stage. We have made an undertaking to the LA to work with them during the pre-opening phase to finalise our plans and to ensure that they meet local needs.

The vision for the school will embrace the Christian world view, mirroring that of Bishop Ramsey School, which is an approved academy sponsor. It will affirm the value of all people in God's eyes and the challenge to all to work with God to make this world the place he intends it to be, including the need to overcome those things which are an affront to God such as poverty, injustice and cruelty. The school will celebrate the creativity and ingenuity of all people and particularly those who form the school community. Allied to this is the Christian view that all members of the community are challenged to aspire to the highest standards of achievement, effort and conduct. The school will both teach and live out the Christian view that all are to be valued, irrespective of their creed, gender, ability and sexual orientation. Furthermore, the school will celebrate differences rather than simply tolerating them, emphasising both the value of each individual's contribution to the whole and the indebtedness that each member of the community has to the community as a whole. This will include the deliberate policy of promoting opportunities for groups from different religions and different religious traditions to learn from each other.

The school will be established in order to meet local needs and to be responsive to the local community in various specific ways: -

In the first place, and most importantly, it will address a significant need that the sponsors have become aware of for a school which takes faith seriously and actively encourages members of different faiths to celebrate their own faith while learning from and growing in respect for the faith positions of others. We are aware that many local families would actively choose a school of this type. It is particularly attractive to practising members of all the major world faiths, who hold a common view that faith is important to individual identity and that a school should enable all its members to become literate in matters of religious belief, custom and practice. Secondly, as already stated, the school will include a specialist resource provision for high functioning autistic pupils which is a known local need currently not provided for. Thirdly, the school's resources will be available to the community out of school hours.

Bishop Ramsey School has been heavily oversubscribed for many years (see table 1 below) because of its high academic standards and reputation for good behaviour and a rich educational experience. Among the most disappointed of those who have failed in their admission application have been members of the other major world faiths, who feel entirely sympathetic to the ethos, mission and values of the school. The opening of Bishop Arden will address this issue. In addition there is a demonstrated basic need for additional school places in the north of the London Borough of Hillingdon as outlined in Section E. The opening of Bishop Arden will also address this issue.

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

In 2015 (2014) Bishop Ramsey received 69 (85) unsuccessful applications from families of other world faiths or none. It also received 222 (230) unsuccessful applications from members of other Christian denominations. These figures understate the degree of oversubscription because many families, aware of the unlikelihood of gaining a place simply choose not to complete our supplementary information form despite including us on their CTF as Table 1 (below) indicates.

The new free school will be a member of the Bishop Ramsey Multi Academy Trust. Its ethos, vision and strategy will be those of the MAT. It will share the same **mission statement** as Bishop Ramsey School:

“With the collective input of each individual we aspire to be a caring Christian community:

- where inquiry is prized and where truth is sought
- where people are valued and achievement is celebrated
- where teachers are proud of their profession and where pupils discover that learning is valuable for itself
- where there are many activities and where there is space for quiet reflection
- where there is respect for order yet a desire to question and be creative.”

The **strategic goals** of BA will be those of the Bishop Ramsey Multi Academy Trust:

- Every learner an empowered learner
- Every lesson an outstanding lesson
- Every day at school a rich experience
- Every relationship a positive encounter
- A school that looks outwards and beyond.

These goals, which are rooted in the Christian theology of Hope, will dictate how the school’s resources are deployed.

The **ethos statement** of BA will be closely allied to that of BR but will reflect the school’s different admissions criteria and school population and the intention for BA to be explicitly welcoming to people of all the major world faiths. It will be as follows (the passage in italics differs from the ethos statement of BR): -

‘Bishop Arden Church of England School recognizes that every individual is created in the image of God. We seek to nurture each member of our community to develop his or her skills in a positive and ordered learning environment, so that pupils mature into responsible and caring adults, and that all members of the school community recognize the value of every individual in God’s eyes.

The principle of Christian stewardship underpins our approach to the use of the School’s resources. Our approach to our relationships is based on the Christian view of God’s love for each of his human children and of Jesus’ command to forgive and

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

love our fellows. We base our approach to achievement and the provision of opportunities for development on Jesus' statement that he came to offer 'life in all its fullness'.

As a Church of England School we wish all pupils to grow in the knowledge and understanding of the Christian faith. We are committed to enable members of all faith groups to grow in their own faith and to have the opportunity to celebrate their faith as part of their school life.'

BA will have, as its motto 'Where world faiths learn well together', which establishes it as being in the same family as BR, whose motto is 'A Christian Learning Community' but distinct from it.

The expansion plans for the MAT were as outlined in our successful sponsor application bid, to establish a chain of 2 secondary and 5 primary schools in the North West London area over the next 5 years. However, we would be interested in possibly sponsoring a third secondary school.

Table 1: Oversubscription of Bishop Ramsey School:

Year	Total No of Preferences on CTF	No of Preferences supported by Supplementary Information Form (SIF)*	Number of Places
2013	867	479	180
2014	891	496	180
2015	943	542	180

* The SIF is requested, so that applicants can demonstrate the extent to which they meet the admissions criteria.

(Sources: Bishop Ramsey School and LB Hillingdon)

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

	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			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180
Year 10						180	180	180	180
Year 11							180	180	180
Year 12								180	180
Year 13									160
Totals			180	360	540	720	900	1080	1240

blank.

The school will open in 2018 with Y7 only and will grow each year as a new Y7 cohort is added. We anticipate that the retention rate from Y11 to Y12 will be high, as is the case at BR. Some students will leave BA at the end of Y11 but also a significant number join to experience the high quality Sixth Form provision that the school will provide. There will be some transfer of students between BR and BA, as each school specialises in particular curriculum areas (details to be decided), in order to access the benefits of specialisation and scale economies.

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
English	3	Mandatory	
Mathematics	3	Mandatory	
Science	3	Mandatory	
History	2	Mandatory	
Geography	2	Mandatory	
French	2	Mandatory	
Religious Education	1	Mandatory	Subject to right of withdrawal
Drama	1	Mandatory	
Skills for Life	1	Mandatory	
Art	1	Mandatory	
Music	1	Mandatory	
Physical Education	2	Mandatory	

STEM	2	Mandatory	
Elective	2	Mandatory	
Learning for Life	1	Mandatory	
House Activities	2	Voluntary	
Total	29		

The figures above relate to KS3: Years 7 and 8.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	3	Mandatory	
Mathematics	3	Mandatory	
Science	5	Mandatory	
Religious Education	2	Mandatory	Subject to right of withdrawal
Skills for Life	1	Mandatory	
Physical Education	2	Mandatory	
Learning for Life	1	Mandatory	
Elective	2	Mandatory	
House Activities	2	Voluntary	
Option A	2	Mandatory	Choice from a prescribed list, subject to the requirement to complete the EBacc
Option B	2	Mandatory	
Option C	2	Mandatory	
Option D	2	Mandatory	
Total	29		

The figures above relate to KS4: Years 9 and 10

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	Mandatory	

Mathematics	4	Mandatory	
Science	6	Mandatory	
Religious Education	2	Mandatory	Subject to right of withdrawal
Skills for Life	0	Mandatory	
Physical Education	2	Mandatory	
Learning for Life	1	Mandatory	
Elective	0	Mandatory	
House Activities	2	Voluntary	
Option A	2	Mandatory	Choice from a prescribed list, subject to the requirement to complete the EBacc
Option B	2	Mandatory	
Option C	2	Mandatory	
Option D	2	Mandatory	
Total	29		

The figures above relate to KS4: Year 11

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Option A	5	Mandatory	Choice from a prescribed list of Level 2 and 3 subjects
Option B	5	Mandatory	
Option C	5	Mandatory	
Option D	5	Voluntary	
Skills for Life	1	Mandatory	Including Careers and HE education and guidance
Support for HE applications	1	Voluntary	
Mathematics (L2)	2	Mandatory	For students who have not achieved L2 pre 16
English (L2)	2	Mandatory	
Religious Education	1	Mandatory	Subject to right of withdrawal
Total	Up to 27		Depends on individual programme of study

The figures above relate to KS5: Years 12 and 13

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

We expect that the pupil intake will broadly mirror the socio-economic characteristics of the local area. In view of the pressure on places in Hillingdon and the popularity and oversubscription of the sponsor academy, BR, it is likely that those places (50% of the total intake) allocated on grounds of distance from the school will be taken by families very close to the school, in Ruislip, Northwood and Pinner. The significant characteristics of the residents of Ruislip, Northwood and Pinner are as follows:

- The proportion of professionals in the constituency is well above the national average.
- 39% of the residents over the age of 16 have a qualification at Level 4 or above (compared with 27% nationally).
- The proportion of families receiving unemployment benefits is well below the national average and the average earnings per employee is well above the national average (the constituency is ranked 25th out of 650 for average earnings).
- A high proportion of ethnic minority families. The main ethnic groups are Asian – 14% Indian, 7.5% other Asian. The constituency is ranked 39 out of 650.
- A high proportion of residents are Hindu by religion (11.2% compared with a national average of 1.5%, causing the constituency to be ranked 10 out of 650).
- The proportion of households where nobody has English is above the national average (5.7% compared to 4.3%).

The places reserved for those who regularly attend Christian churches or chapels (50% of the total intake) are likely to be drawn from slightly further afield. Experience at the sponsor academy is that the ability on intake for these places will be slightly above the national average, with approximately 30% coming from minority ethnic backgrounds, mostly black African and black Caribbean.

In view of the demographics outlined above, we anticipate that the proportion of students at Bishop Arden who will be eligible for FSM (or who have been eligible in the last 6 years) will be roughly in line with those at Bishop Ramsey at approximately 10%.

This mix of pupils has informed our decision to offer a curriculum that is aspirational and offers all pupils the opportunity to achieve a suite of GCSEs (including the EBacc) that will prepare them for Advanced level study (at BA or elsewhere) and beyond that at University. All our discussions with local stakeholders and at public meetings we have hosted have confirmed the desire of local residents for a school which offers a high quality academic education that prepares young people to take roles as leaders and professionals in their adult life. However we are aware that a caring school community

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

must address the learning needs of each of its pupils and BA will offer high quality educational pathways (including Vocational Certificates) for those pupils for whom an academic route would not be appropriate. In all these ways the curriculum at BA will be similar to that at BR.

In order to ensure that all students can access the curriculum, BA will need to consider employing an EAL specialist, a measure that has not been necessary at BR (where the proportion of students with EAL is 7.4%). The EAL specialist will operate using a combination of withdrawal and in-class support.

Significantly we will take measures to ensure that the curriculum provision is appropriate for the faith make up of the school population. RE will be taught to GCSE. Students will be given the option to study either Islam and Christianity or Hinduism and Christianity. In both courses, students will be made aware of the non-religious alternative perspective on any issue. We would hope that this balanced approach will result in few instances of parents exercising their right to withdraw their children from RE lessons. However the alternative of Philosophy for Children will be made available for those who wish to exercise this right at KS3 and an alternative GCSE course (detail to be decided but probably History or Geography) will be offered at KS4.

The curriculum at BA is different from that at BR in the following additional ways: -

1. STEM replaces traditional Design and Technology
2. An additional lesson – Skills for Life – has been added to the curriculum, to support the school's mission in teaching all students to 'Learn well together'. It will include a citizenship programme built on developing character education. Other skills such as keyboarding, communication, mindfulness and presentation will also feature in the programme of study.
3. All students have the opportunity to follow an elective course in Years 7-10
4. Mandarin and Latin are offered (as electives)
5. All students will have support to study their home languages to GCSE, as part of the elective programme.

These are all opportunities which present themselves when building a curriculum and staffing structure from scratch, and fit well with the ethos of the MAT and the needs of the local area

At KS5 the MAT will seize the advantages that come from the larger Sixth Form cohort and look to teach across the 2 schools in the MAT, in order to increase student choice and to benefit from scale economies.

We will ensure that BA and BR have a consistent approach to teaching and learning by:

- Having a common Teaching and Learning Policy
- Using shared schemes of work and lesson plans where appropriate, co-written across the Academy Trust
- Recruiting significant Senior Leaders to the MAT rather than to either school, so that they can ensure common interpretation of the policy by operating across both schools

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

- Recruiting some teachers to the MAT, so that they teach across both schools

A note about Bishop Ramsey School's track record:

Bishop Ramsey achieved 70% 5A*-C (EM) in 2006, the year when it was last inspected.

Since its last Ofsted Inspection Bishop Ramsey's 5A*-C (EM) score has never been below 70% and has in most years been nearer 80%. There was a dip in 2015 to 71% from the previous year when the score was 79%. This was due to a poor performance in English GCSE, where 77% achieved a pass at grades A*-C.

The Leadership Team have taken decisive action to address this one off decline by increasing the number of teaching groups, establishing partial single sex teaching to raise boys' aspirations and increasing the number and intensity of interventions. We are currently anticipating an A*-C pass rate of between 81% and 88%.

Please note that in 2015, despite the disappointing headline figure, the proportion achieving beyond expected progress in English was 36% (compared with the national figure of 30%) and the value added in English was positive. Results in English Literature remained strong with an A*-C pass rate of 93% and an A*-A pass rate of 46%.

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

BA will use the same methods for measuring pupil performance effectively and setting challenging targets as those employed successfully at BR.

In view of the current uncertainty surrounding both testing at the end of Key Stage 2 and levels within Key Stage 3, this section will refer to the systems currently in place at BR. As these systems are modified to accommodate the forthcoming changes, so also will the systems at BA be modified.

BA will make use of Key Stage 2 data to project challenging targets for each student's performance at the end of Key Stage 4. These will be based on the Fischer Family

D2 – measuring pupil performance effectively and setting challenging targets

Trust type D targets for expected progress in the top quartile of schools nationally.

Each pupil in each subject will have two targets, both based on the FFT (D) projections. The first target, an aspirational target, will be one GCSE grade above the median expected for pupils in the top quartile of schools within the country. A lower, minimum, target, below which intervention would be undertaken would also be identified for each student. This target would be the median GCSE grade yielded by the FFT (D) projection for that individual student.

Each student will be monitored against expected levels in each subject, every half term. This tracking data will be collated for each student so that any patterns of underachievement can be quickly identified. Data will be moderated across the academy trust to ensure a consistency in standards and approach. Underachievement that is subject specific will fall within the remit of the subject leader, while general underachievement will be addressed by the pupil's Year Director. This will form a major key accountability of each Year Director at BA.

Key Stage 2 information will be supplemented at BA, as it is at BR, by CATs data obtained from testing on entry to the school. As well as acting as a check against aberrant results, the CATs data gives an indication as to the learning style of each individual student and can be used as a diagnostic tool to support the identification of latent learning difficulties which pupils may experience.

Tracking data will be shared with parents/carers on a half-termly basis. Where a student is found to be underachieving in three or more subjects, parents/carers will be alerted to this and interventions to promote recovery will be put in place. These interventions will take the form of close scrutiny through an 'on report' system in the first instance, followed by the deployment of learning mentors if underachievement persists beyond one half term.

With these measures in place we are anticipating that Value Added from Key Stage 2 to Key Stage 4 will prove to be significantly positive when measured by Best 8 or by the proportion of pupils achieving above expected progress in Mathematics and English, as outlined below for 2021, the year when the first cohort sit their GCSEs.

% Achieving EM at Grade C+	85%
% Achieving 4LP Maths (ie more than expected progress)	60%
% Achieving 4LP English(ie more than expected progress)	52%
Value Added (Best 8 Measure)	1020
Attainment 8	B

D2 – measuring pupil performance effectively and setting challenging targets

Progress 8

+0.3

BA will be an orderly and purposeful community. As such, it is our expectation that levels of attendance will be high and that standards of behaviour will be excellent. These are both hallmarks of BR and by adopting similar policies and practices we are confident that BA will achieve similar outcomes. We expect attendance to be above 96% and we expect exclusions from school of any description to be rare events.

Pupils who miss 8% of their education are deemed to be persistently absent, PA. At BA, we will work together with pupils and their parents/carers in order to maximise each student's attendance to enable them to make the progress of which they are capable. Attendance will be monitored weekly by Form Tutors and the attendance officer. As soon as a student's attendance drops we will intervene and start speaking to parents/carers to discourage a pattern of poor attendance from emerging. School attendance targets will be set in order to prevent disengagement from school. When necessary we will also enlist the support of outside agencies such as the Educational Welfare Officer. Any children who are genuinely off school as a result of a particular medical condition will be supported by the school's pastoral staff. As a result of our comprehensive approach our target is to have no more than a 2% persistent absence rate (including legitimate medical absences).

Our experience at BR teaches us that pupils' behaviour and attendance are good when they are involved in discussions about the school's Behaviour Policy and they know that their voice is heard. Experience from BR also teaches us that simple rules, consistently and fairly applied by all members of staff, are the backbone of an effective policy. Thirdly, and equally importantly, we have learnt that it is every bit as important to reward and encourage the good as it is to punish those pupils who infringe the school's Behaviour Code. For these reasons, in echoing a Behaviour Policy from BR, we will ensure that pupils at BA play their part in the formation of the Behaviour Policy and that the policy itself is clear and straightforward and focussed on enabling all pupils to learn without interruption, to enjoy their time at school in an orderly environment and to develop a sense of responsibility for their own actions and for the actions of those with whom they work.

In the same way that student under-achievement is addressed by appropriate timely interventions, student infringements of the Behaviour Code will also be addressed in a timely fashion by appropriate interventions. Pupils who characteristically behave well will receive rewards to reinforce this behaviour. Pupils who infringe the Behaviour Code will receive appropriate, timely sanctions, usually in the form of detentions with their parents/carers being informed. Persistent breaches of the Behaviour Code will be addressed systematically by the Year Director who will work closely with the child's parents/carers to provide appropriate support, to ensure that pupils have clear targets

D2 – measuring pupil performance effectively and setting challenging targets

for improvement. This will often take the form of a Pastoral Support Plan (PSP) which is a technique that has been used with great success at BR.

We are proposing to have a seclusion area where pupils whose breaches of the Behaviour Code have been the most serious can be taught for short periods separately from their peers. This has been a strong contributory factor to the excellent behaviour record at BR.

The target for BA in terms of exclusions is that there will be no permanent exclusions.. If behaviour warranting a permanent exclusion takes place, the Academy Trust will act imaginatively across both schools to implement programmes of support as an alternative to permanent exclusion wherever possible.

At the heart of ensuring that pupils achieve outstandingly well is the development of outstanding teaching in the classroom. BA will have access to the Specialist Leaders of Education (SLEs) employed at BR from the time of its opening. These SLEs will be on hand to provide support for any teacher whose lesson is observed as less than good. Lesson observations at BR in the last academic year indicated that 94% were good or outstanding with 68% in total being outstanding. We therefore feel that a target of 70% of all observed lessons being outstanding and a further 25% being good is an achievable and ambitious target. In order to achieve these ambitious targets, in addition to the support of SLEs from Bishop Ramsey, all teachers at BA will benefit from shared staff development sessions each week for one hour with the teachers of BR, according to a planned and calendared curriculum.

As is the case at BR, teachers who fail to reach the required standard, having received coaching and support will be addressed through the Academy Trust's capability procedures.

The success of BR has been the product of a relentless and determined drive to ensure that each student is supported to achieve the very best they can. This same approach which stems from the strategic goals which the two schools share will be applied at BA.

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 diagrams below show the demand and supply for teachers during the first 7 years of the life of Bishop Arden School. Each diagram includes the teaching staff required to deliver the curriculum outlined in Section D1 above.

Bishop Arden Year 1 (Year 7 only)																
Year	English (En)	Maths (Ma)	Science (Sc)	Religious Ed (RE)	STEM (ST)	Geography (Gg)	History (Hi)	Physical Ed (PE)	Art (Ar)	Music (Mu)	Drama (Dr)	Modern Foreign Languages (MFL)	Learning for Life and Skills for Life (L4L)	Elective (EL)	House Activities (+)	Total
Y 07	24	24	24	6	16	12	12	16	8	8	6	16	12	12		196
Total	24	24	24	6	16	12	12	16	8	8	6	16	12	12		196
Staff	En	Ma	Sc	Re	ST	Gg	Hi	Ar	PE	Mu	Dr	MFL	L4L	EL		
H of EN	6										6		1	1		14
H of MA		6											2	1		9
H of Sc			6		4								1	1		12
H of RE				6									1	1		8
H of STEM					8								2	2		12
H of HUM						9	9							1		19
PE1								4					2	2		8
AR 1								4					2	2		8
										4						
SENCO	6															6
H of MFL												4	2	2		8
Head		6														6
D/Head								4								4
YD Y7		6						4								4
																0
BR	12	6	18	0	4	3	3	4	4	8	0	12	0	0		74
	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	L4L	EL	H	
Total Supply	24	24	24	6	16	12	12	16	8	8	6	16	13	13		198
Total Demand	24	24	24	6	16	12	12	16	8	8	6	16	12	12		196
Balance	0	0	0	0	0	0	0	0	0	0	0	0	1	1		2

Bishop Arden Year 2 (Y7 & Y8)															H	Total
Year	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	L4L	EL		
Y 07	24	24	24	6	16	12	12	16	8	8	6	16	12	12		196
Y 08	24	24	24	6	16	12	12	16	8	8	6	16	12	12		196
Total	48	48	48	12	32	24	24	32	16	16	12	32	24	24		392
Staff	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	4L/S4	EL		
H of EN	12										6		2			20
EN1	12										6		2	2		22
H of MA		12											2	2		16
MA1		12											2	2		16
H of Sc			12		4								2	1		19
SC1			12		4								2	2		20
SC2			12		4								2	2		20
SC3			12		4								2	2		20
H of RE				12									2	1		15
H of STEM					14									2		16
H of HUM						8	8						2	1		19
Hi/Gg						11	11									22
PE1								8					2	2		12
AR1									8				2	2		12
										Mu						
											Dr					
SENCO	9													1		10
H of MFL												8	2	2		12
MFL1												8		2		10
Head		6						8								6
D/Head								8								8
YD7/8		9						8								17
BR	15	9	0	0	2	5	5	8	8	16	0	16	0	0		84
Total Supply	En	Ma	Sc	Re	ST	Gg	Hi	PE	AR	Mu	Dr	MFL	4L/S4	EL		
Total Supply	48	48	48	12	32	24	24	32	16	16	12	32	26	26		396
Total Demand	48	48	48	12	32	24	24	32	16	16	12	32	24	24		392
Balance	0	0	0	0	0	0	0	0	0	0	0	0	2	2		4

Bishop Arden Year3 (Years 7-9)															H	Total	
Year	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	OPT	L4L	EL		
Y 07	24	24	24	6	16	12	12	16	8	8	6	16		12	12		196
Y 08	24	24	24	6	16	12	12	16	8	8	6	16		12	12		196
Y 09	21	21	51	16	8	8	8	20	4	4	4	12	12	12	12		213
Total	69	69	99	28	40	32	32	52	20	20	16	44	12	36	36		605
Staff	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL					
H of EN	En																
EN1	15										1			1			17
EN2	18										1			2	1		22
	16										3			2	1		22
H of MA		Ma															
MA1		15													2		17
MA2		15												2	2		19
		15												2	2		19
H of Sc			Sc														
SC1			18														18
SC2			18											2	1		21
SC3			17		3										1		21
SC4			17		3									1			21
			18											2	1		21
H of RE				Re													
RE1				14											1	2	17
				14											2	2	18
H of STEM					ST												
TE1					17												17
					18									2	1		21
H of HUM						Gg	Hi										
Hi1						8	8										16
GG1						10	10									2	22
						10	10									2	22
PE1								PE									
								14							2	2	18
AR1									AR								
									12						2	2	16
MU1										Mu							
										12					2	2	16
DR1	6										Dr						
											12				2	2	22
HDofSS														6	2	2	10
BS														6	2	2	10
SENCO	14																14
H of MFL												MFL					
DH of MFL												12			2	2	16
MFL												12			2	2	16
												14			2	2	18
Head		6															
D/Head																	
YD7/8		6						8									8
YD9								14									20
								14									14
BR	0	12	11	0	0	4	4	2	8	8	0	6		0	0		55
Total Supply	69	69	99	28	41	32	32	52	20	20	17	44		37	38		598
Total Demand	69	69	99	28	40	32	32	52	20	20	16	44		36	36		593
Balance	0	0	0	0	1	0	0	0	0	0	1	0		1	2		5

Bishop Arden Year 4 (Y7-Y10)																H	Total
Year	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	OPT	L4L	EL		
Y 07	24	24	24	6	16	12	12	16	8	8	6	16		12	12		196
Y 08	24	24	24	6	16	12	12	16	8	8	6	16		12	12		196
Y 09	21	21	51	16	4	8	8	20	4	4	4	12	12	12	12		209
Y 10	21	21	51	16	4	8	8	20	4	4	4	12	12	12	12		209
Total	90	90	150	44	40	40	40	72	24	24	20	56	24	48	48		810
Staff	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	OPT	L4L	EL		
H of EN	17													1			18
DH of EN	17										3			1			21
EN1	17										3			2	2		24
EN2	17													2	2		21
		Ma															
H of MA		18															18
DH of MA		18												1	2		21
MA1		21												1	2		24
MA2		21												1	2		24
			Sc														
H of SC			17											2			19
DH of SC			18		2												20
SC1			17											2	2		21
SC2			18		3									1			22
SC3			20												2		22
SC4			20												2		22
SC5			20												2		22
SC6			20					4									24
				Re													
H of RE				15										2	2		19
DH of RE				17										2	2		21
RE1				12			6							2	2		22
					ST												
H of STEM					18										1		19
TE1					18								2		2		22
						Gg	Hi										
H of HUM						18											18
Hi1							21							2			23
GG1						14	7								2		23
								PE									
PE1						8		11						2	2		23
PE2								18						2	2		22
									AR								
AR1									14					2	2		18
AR2									14					2	2		18
										Mu							
MU1										14				2	2		18
MU2										14				2	2		18
											Dr						
DR1	10										14						24
HDofSS							6						10	2	2		20
BS								4					12	2	2		20
SENCO	12																12
												MFL					
H of MFL												12		2	2		16
DH of MFL												12		2	2		16
MFL1												14		2	2		18
Head		6															6
D/Head								7									7
A/Head								14									14
YD7/8		6						14									20
YD9/10												18					18
BR																	0
Total Supply	En	Ma	Sc	Re	ST	Gg	Hi	PE	AR	Mu	Dr	MFL	OPT				
	90	90	150	44	41	40	40	72	28	28	20	56	24	44	51		818
Total Demand	90	90	150	44	40	40	40	72	24	24	20	56	24	48	48		810
	0	0	0	0	1	0	0	0	4	4	0	0	0	-4	3		8

Bishop Arden Year 5 (Y7-Y11)																H	Total
Year	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	OPT	L4L	EL		
Y 07	24	24	24	6	16	12	12	16	8	8	6	16			12	12	196
Y 08	24	24	24	6	16	12	12	16	8	8	6	16			12	12	196
Y 09	21	21	51	16	4	8	8	20	4	4	4	12	12	12	12	209	
Y 10	21	21	51	16	4	8	8	20	4	4	4	12	12	12	12	209	
Y 11	28	28	60	16	4	8	8	20	4	4	4	12	12	6	12	226	
Total	118	118	210	60	44	48	48	92	28	28	24	68	36	54	60	1036	
Staff	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	OPT	L4L	EL		
H of EN	18															18	
DH of EN	20													1	1	22	
EN1	22													1	1	24	
EN2	22													1	1	24	
EN3	22														1	23	
H of MA	18	Ma														18	
DH of MA	20														1	21	
MA1	21														1	22	
MA2	21														1	22	
MA3	21														1	22	
H of Sc			Sc													18	
DH of SC			17											1		21	
SC1			20												1	22	
SC2			21												1	23	
SC3			21												1	22	
SC4			21											1	1	23	
SC5			21											1	1	23	
SC6			20											1	1	22	
SC7			21											1	1	23	
SC8			13		5									2	2	22	
H of RE				Re												19	
DH of RE				19											2	2	22
RE1				18										2	2	22	
RE2				12		6					6			2	2	22	
H of STEM					ST											17	
D/HOD					17										2	2	21
TE1					17										2	2	10
H of HUM						Gg	Hi									18	
GG1						16									2	22	
HI1						20									1	1	22
															1	1	2
PE1								PE							1	1	21
PE2								19							2	2	23
PE3								19							2	2	23
AR1									AR						2	2	22
AR2						6			18						2	2	21
									11						2	2	21
MU1										Mu					2	2	22
MU2							9			18					2	2	24
										11					2	2	24
DR1											Dr				2	2	22
											18				2	2	22
HD of SS													Opt			19	
BS	2												15	2	2	22	
PS	2												16	2	2	22	
SENCO	10							9					5			16	
																10	
H of MFL												MFL				19	
DH of MFL												16		2	1	20	
MFL1												16		2	2	22	
MFL2												18		2	2	22	
Head												18		2	2	22	
D/Head																0	
A/Head								10								10	
YD7/8			14												2	16	
YD9/10/11		17						16						1	1	18	
BR																17	
																0	
Total Sup	En	Ma	Sc	Re	ST	Gg	Hi	PE	AR	Mu	Dr	MFL	OPT	L4L	EL	H	1040
Total Den	118	118	210	60	44	48	48	92	28	28	24	68	36	54	60		1036
Balance	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0		4

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
1																				
2	Bishop Arden Year 6 (Y7-Y12)																			
3																				
4	Year	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	BS/EO/PS/C	L4L	EL		H		
5	Y 07	24	24	24	6	16	12	12	16	8	8	6	16			12	12		196	
6	Y 08	24	24	24	6	16	12	12	16	8	8	6	16			12	12		196	
7	Y 09	21	21	51	16	8	8	8	20	4	4	4	12	6	6	12	12		213	
8	Y 10	21	21	51	16	8	8	8	20	4	4	4	12	6	6	12	12		213	
9	Y 11	28	28	60		8	8	8	20	4	4	4	12	6	6	6	12		214	
10	Y 12	15	20	25	10	5	5	10	6	5	5	5	10	20	40	6	12		199	
11	Y 13																		0	
12	Total	133	138	235	54	61	53	58	98	33	33	29	78	38	58	60	72		1231	
13																			0	
14	Staff	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	BS/EO/PS/C	L4L	EL			0	
15		En																	0	
16	H of EN	17														1			18	
17	DH of EN	15										4				1	1		21	
18	EN1	14										5				2	2		23	
19	EN2	21														1	1		23	
20	EN3	20														1	2		23	
21	EN4	19										2				1	1		23	
22			Ma																	
23	H of MA		18																18	
24	DH of MA		20														1		21	
25	MA1		22														1		23	
26	MA2		22													1			23	
27	MA3		22														1		23	
28	MA4		16	6													1		23	
29				Sc																
30	H of Sc			18															18	
31	DH of SC			18												2	1		21	
32	SC1			21												1	1		23	
33	SC2			20												1	1		22	
34	SC3			20												1	1		22	
35	SC4			21												1	1		23	
36	SC5			21												1	1		23	
37	SC6			21												1	1		23	
38	SC7			21												1	1		23	
39	SC8			21												1	1		23	
40					Re															
41	H of RE				17											1	1		19	
42	RE1				19											1	2		22	
43	RE2				19											2	2		23	
44						ST														
45	H of STEM					18													18	
46	D/HOD					19										1	1		21	
47	STE1					19										1	1		21	
48							Gg	Hi												
49	H of HUM						15									1	2		18	
50	D/H HUM							18								1	2		21	
51	GG1						18									2	2		22	
52	HI1							18								2	2		22	
53	HI2						9	9								2	2		22	
54									PE											
55	PE1								18							2	2		22	
56	PE2								18							2	2		22	
57	PE3								18							2	2		22	
58	PE4								18							2	2		22	
59										AR										
60	AR1									18						2	2		22	
61	AR2									18						2	2		22	
62											Mu									
63	MU1										18					2	2		22	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
64	MU2										18					2	2		22
65												Dr							0
66	DR 1											19				1	2		22
67																			
68	HDofSS														15	2	2		19
69	DH/ SS													8	8	1	1		
70	BS													15	6		2		23
71	BS													18		2	2		22
72																			0
73	SS						5								10	2	2		19
74	SS							5							10	2	2		19
75	SS													14	2	2	2		18
76	SENCO	14															2		16
77													MFL						0
78	H of MFL												18				2		20
79	DH of MFL												20			1	2		23
80	MFL1												20			2	1		23
81	MFL2												20			2	2		24
82																			0
83	Head																		0
84	D/Head							8											8
85	A/Head	14																	14
86	D/Head			8															8
87	A/Head			15															15
88	YD7/8								18										18
89	YD9/10/11		18																18
90	Hd 6th						7	9											16
91	Ass Hd6th			8		8													
92	BR																		0
93																			
94																			
95		En	Ma	Sc	Re	ST	Gg	Hi	PE	AR	Mu	Dr	MFL	OPT	W/PS/C	L4L	EL		
96	Total Supply	134	138	239	55	64	54	59	98	36	36	30	78	41	63	65	77		1267
97																			
98	Total Demand	133	138	235	54	61	53	58	98	33	33	29	78	38	58	60	72		1231
99																			
100	Balance	1	0	4	1	3	1	1	0	3	3	1	0	3	5	5	5		36

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1																			
2	Bishop Arden Year 7 (Y7-Y13)																		
3																			
4	Year	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	BS/EC	PS/G	L4L	EL	H	
5	Y 07	24	24	24	6	16	12	12	16	8	8	6	16			12	12		196
6	Y 08	24	24	24	6	16	12	12	16	8	8	6	16			12	12		196
7	Y 09	21	21	51	16	8	8	8	20	4	4	4	12	6	6	12	12		213
8	Y 10	21	21	51	16	8	8	8	20	4	4	4	12	6	6	12	12		213
9	Y 11	28	28	60		8	8	8	20	4	4	4	12	6	6	6	12		214
10	Y 12	15	20	25	10	5	5	10	6	5	5	5	10	20	40	6	12		199
11	Y 13	12	16	20	8	4	4	8	5	4	4	4	8	16	28	6	12		159
12	Total	145	154	255	62	65	57	66	103	37	37	33	86	54	86	66	84		1390
13																			
14	Staff	En	Ma	Sc	Re	ST	Gg	Hi	PE	Ar	Mu	Dr	MFL	BS/EC	PS/G	L4L	EL		
15		En																	
16	H of EN	17															1		18
17	DH of EN	15										4					1		20
18	EN1	14										5				1	2		22
19	EN2	17										3				1	1		22
20	EN3	19														2	1		22
21	EN4	18														1	1		22
22	EN5	20														1	1		22
23																			
24			Ma																
25	H of MA		18																18
26	DH of MA		19														1		20
27	MA1		22																22
28	MA2		21													1			22
29	MA3		22														1		23
30	MA4		16	5												1			22
31	MA5		21																21
32																			
33				Sc															
34	H of Sc			16												1	1		18
35	DH of SC			19												2	1		22
36	SC1			20												1	1		22
37	SC2			20												2	1		23
38	SC3			20												1	1		22
39	SC4			20												2	1		23
40	SC5			20												1	1		22
41	SC6			20												1	1		22
42	SC7			20												2	1		23
43	SC8			20												1	1		22
44	SC9			8			10									2	2		22
45					Re														
46	H of RE				17											1	1		19
47	DH of RE																		
48	RE1				19											1	2		22
49	RE2				17		2									1	2		22
50																			
51						ST													
52	H of STEM					16										1	1		18
53	D/HOD					17										2	2		21
54	STE1					17										2	2		21
55	STE2					11		7								2	2		22
56							Gg	Hi											
57	H of HUM						15									1	2		18
58	D/H HUM							22								1			23
59	GG1						20										2		22
60	HI1							22									1		23
61	HI2						10	12									1		23
62																			
63									PE										
64	PE1								18							2	2		22
65	PE2								18							2	2		22

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
66	PE3								13					5		2	2		22
67	PE4								13					5		2	2		22
68										AR									
69	AR1									19						1	2		22
70	AR2									19						1	2		22
71											Mu								
72	MU1										19					1	2		22
73	MU2										19					1	2		22
74												Dr							
75	DR1											19				1	2		22
76																			
77	HDofSS														15	2	2		19
78	D/H SS													9	13				22
79	BS													17	5				22
80	BS													18		2	2		22
81																			
82	EC																		
83																			
84	SS														17	2	2		21
85	SS														17	2	2		21
86	SS														19	1	1		21
87																			
88	SENCO	11															2		13
89																			
90													MFL						
91	H of MFL												14		2	2			18
92	DH of MFL												18		2	2			22
93	MFL1												18		2	2			22
94	MFL2												18		2	2			22
95	MFL3												18		2	2			22
96	Head																		
97	D/Head								8										8
98	A/Head	14						3											17
99	D/Head				8														8
100	A/Head			14															14
101	Hd6th				9												2		
102	YD7/8								16								2		18
103	YD9/10/11		15													1	2		18
104	Hd 6th								18										18
105	AssHd 6th			17											2	2			21
106	AssHd 6th			8		8													
107	BR																		0
108																			
109		En	Ma	Sc	Re	ST	Gg	Hi	PE	AR	Mu	Dr	MFL	OPT	MPS/G	L4L	EL		
110	Total Supply	145	154	255	62	69	57	66	104	38	38	33	86	54	86	71	87		1405
111																			
112	Total Demand	145	154	255	62	65	57	66	103	37	37	33	86	54	86	66	84		1390
113																			
114	Balance	0	0	0	0	4	0	0	1	1	1	0	0	0	0	5	3		15
115																			

The staffing structure for BA is based on the following clear parameters:-

1. As the school grows to its full size staff will be shared between BA and BR. The process by which staffing costs are allocated between the two schools will be fair and transparent and based upon the proportion of the teacher's time which is spent in each of the two schools. The contribution to the teaching at BA by BR employed staff is shown towards the bottom of the spreadsheet relating to each year. So, in Year 1 BR teachers teach 74 lessons at BA. However, this is offset by the contribution of BA teachers teaching at BR because they are not fully employed at BA (a total of 81 lessons).
2. This sharing of staff will bring significant benefits to BA at no cost to BR. The

most important benefit is that it will enable setting in core subjects to take place from the outset at BA. This will enable pupils to meet the challenging progress targets which we have for them. It will also enable additional support to be put in place for pupils who joined the school with low levels of attainment and/or learning difficulties. Two further benefits to BA of sharing staff with BR are that it enables specialist teachers to be employed across the whole Academy Trust thereby enabling pupils at BA to receive specialist teaching across all subjects. Furthermore, this staffing arrangement means that teachers are employed up to their full allocation providing a more cost efficient curriculum delivery. It also facilitates joint planning, consistent assessment across the two schools and acts as a driver for high standards.

3. It is important to note that the [REDACTED] has experience at writing a timetable involving the deployment of teachers across two sites. This arises from the fact that up to 2009 BR was itself a split site school, the two sites being approximately 1 mile apart. The distance between BA and BR is expected to be less than 2.5 miles, meaning that the skills learnt in the split site era of Bishop Ramsey's existence can readily be applied to generate an effective and efficient deployment of staff across the two schools in the new Academy Trust;
4. From its foundation, significant posts will be appointed directly to BA. In addition to the Head of School, the SENCO, Heads of Maths, English, Science, R.E, and Modern Languages and STEM will all be based at BA, though some of their teaching load will be at BR;
5. As BA grows to its full size, increasingly appointments will be made based at the school, so that by its fifth year of operation there will be very little movement of teaching staff between the two sites. However close collaboration will continue;
6. When BA develops its Sixth Form in Years Six and Seven of its operation, we are intending to generate scale economies across the Academy Trust by concentrating Arts provision at BA while Science provision will be concentrated at Bishop Ramsey. Maths and English will be taught on both campuses and it will be the expectation that pupils rather than staff travel between sites across the joint Sixth Form provision.
7. Although the teaching staff will be based at the two separate schools in the Academy Trust beyond Year Five of the foundation of BA, there will be a central team which operates across both schools in order to generate valuable economies of scale. This central team will include the Executive Headteacher, the Personnel Director, the Finance Director, the Operations Director and the Senior ICT Manager.
8. We have tested this model using the budgeting tool (Section G) and can confirm

that Bishop Arden can operate within budget as it grows to its full size over 7 years.

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

BA will be a school with a Christian ethos and character. This is outlined in both the mission statement and the ethos statement of the school. 50% of the places at the school will be reserved for children, one of whose parents worships at least twice a month in a Christian church or chapel which is a member of either Churches Together in Britain and Ireland or The Evangelical Alliance. The remaining 50% of places will be allocated on grounds of distance from the school. It will be made clear in our prospectus that the ethos of BA will be attractive to followers of the major world faiths and we anticipate that this will influence the pattern of applications.

We know from the large number of parents of non-Christian faiths who apply to BR and from our discussions with members of the local community, that a school which takes faith seriously is very popular with followers of the major world religions. This is particularly true of Hindu and Muslim families who make up a significant percentage of the population of North Hillingdon. This popularity is because they value an education based on religious principles, whether or not they themselves adhere to the Christian faith. Equally, we know that some families will be attracted to the school mainly because of its high academic standards and offer of outstanding pastoral care. Still others will be attracted to the school because of its convenience in relation to their homes. In the light of the different motivations which parents will have in choosing BA, we accept and welcome the need to be entirely inclusive in welcoming pupils of all faiths and none. The school's Ethos Statement makes it very clear that each student will be treated as an individual and will be nurtured. We have also expressed a commitment to enable members of all faith groups to grow in their own faith and to have the opportunity to celebrate their faith as part of their school life. In these respects BA will mirror the practice in a large number of LDBS schools which are populated with a majority of their pupils from other world faiths. These schools have developed models

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

of good practice to which we will have ready access in the pre-opening phase and beyond, through the network of LDBS secondary schools and academies.

All pupils at BA will follow Religious Education to GCSE level and will take a full GCSE in Year 10. Religious Education will be taught for 1 hour per week in Years 7 and 8 and 2 hours per week in Years 9, 10 and 11. This allocation is what we regard as sufficient for young people to achieve success at GCSE Religious Studies based on our experience of teaching Religious Education successfully at BR.

We will make it clear in our prospectus that we do not expect parents who have opted for BA to choose to withdraw their children from Religious Education or from collective worship, although their statutory rights remain unaffected. As the school's ethos and mission statements make clear, an understanding of and a willingness to learn from the major world faiths are central to what we understand it is to be an educated young person. Religious Education will form part of a broad and balanced education, as outlined in Section D1. Science will be taught to a standard GCSE syllabus, as currently takes place at BR. Creationism will not be taught as a scientific theory or fact.

Pupils who are withdrawn from Religious Education and collective worship will be offered a structured programme of ethical education, which focuses on civic responsibilities, fundamental British values of democracy, the rule of law, individual liberty and tolerance of those with different faiths and beliefs. This will supplement the entitlement curriculum offered in Learning for Life. It is hoped that a bona fide GCSE specification can be found to enable these pupils to achieve a qualification as a result of their studies.

The school canteen will serve a variety of vegetarian dishes to address religious concerns and pupils will be free to bring their own packed lunches.

We do not envisage that the school's policies will have any adverse impact on pupils not of the Christian faith or those of no faith. Quite the opposite, we aim that those of all faiths will feel affirmed in that faith and will experience their spiritual life being strengthened at school. As is the practice at BR, pupils will not be allowed to wear visible religious jewellery. We are intending, for example, to permit Sikh boys to wear turbans and Muslim girls to wear headscarves, as is the local practice, but pupils will not be permitted to cover their faces. Collective worship will be based on a Christian world view, as outlined in the school's mission and ethos statements. However, it will respect the integrity of each individual student and will, at no stage, ever be either proselytising or coercive. Pupils of other major world faiths will be given opportunity to grow in their own faith and to have the opportunity to celebrate their faith as part of their school life.

In short, BA will be a learning community which takes faith seriously, accepting that as young people grow they do so physically, emotionally, intellectually and spiritually.

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

Their spiritual growth, like their intellectual and emotional growth, will be nurtured by the school, working in collaboration with the home. A central element of this spiritual growth will be a growth in the respect that each young person shows for members of other religious communities, and those with no faith, within BA.

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 table in annex 1 shows the estimates for supply and demand for places in Year 7 from 2017 to 2023 for the portion of Hillingdon that lies north of the A40. It can be seen that there is a need for 6 additional forms of entry in 2018 rising to 12 forms of entry in 2019, peaking at 19 forms of entry in 2023.

These estimates, which were supplied by the London Borough of Hillingdon, take into account all known expansions. The forecasting model used is explained in the following quote from the LA officer responsible for pupil place planning:

“In forecasting future pupil numbers, a range of information sources is used, including Greater London Authority (GLA) population projections, ONS population projections, live births data, Local Housing Development Projection and pupil Census data.

The forecast model used is a 'mixed model' combining births and replacement (proportions of pupils transferring one year to the next). The forecast also takes into account housing developments within the Borough that have planning approval (a pupil yield formula is used to estimate pupil numbers that may arise from developments). Forecasts for individual planning areas are also adjusted where there has been an historic net in-flow of pupils from a neighbouring authority (this is the case with Harrow and Hertfordshire).

Data and methodology for forecasting have been built up over the last fifteen years and forecasts have been very accurate. Data and methodology are kept under review to ensure that forecasts are as accurate as possible.”

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

Of the 8 secondary schools in the local area (the portion of Hillingdon that lies north of the A40), 7 are rated 'good' or 'outstanding' by Ofsted, with one, Harefield Academy, being rated 'requires improvement'. Harefield Academy admits 150 pupils into Year7 each year.

In addition to contributing to address the basic need for secondary school places, Bishop Arden School will add to local choice and diversity. It will be the only school in the local area that:

- actively encourages applications from families of the different world faiths
- actively supports pupils in their development in their own faith and learning about the religious perspectives and traditions of pupils of other faiths
- prioritises an informed and respectful dialogue between pupils of different faiths and world views.

To summarise, the pressing basic need in the local area, together with the distinctive nature of Bishop Arden School and the oversubscription of Bishop Ramsey School (noted in Section C) mean that there is a convincing case for this proposal.

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

✓

E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

Despite the tight time scale, plans for Bishop Arden School have been shared with local primary schools, five of which have facilitated meetings on their sites with parents. In addition two public meetings have been held at Bishop Ramsey School, where the vision for Bishop Arden School and the implementation strategy (Sections C & D of this application form) have been explained. The flyer for these public meetings is Annex 3.

These public meetings were advertised in local libraries in Ruislip, Northwood and Ickenham, in local churches, Ickenham tube station, Waitrose in Northwood and

E2 – successful engagement with parents and the local community

Ickenham Village Hall. We also advertised and had an article in the Uxbridge Gazette and this was repeated via the newspaper's website at www.getwestlondon.co.uk; they are quoted as reaching over 300,000 people in the local area each month.

These meetings have demonstrated a real enthusiasm for the concept of the new school and an alignment with the school's motto:

'Where world faiths learn well together'

At the meetings at Bishop Ramsey School we encouraged attendees to complete our short online survey and have now received over 100 responses

Of those parents that have completed our survey 82% support Bishop Ramsey Academy Trust and the LDBS in opening of Bishop Arden Church of England School and 65% would put the new school as one of their six choices on the common application form; a further 32% answered 'don't know' to this question and commented that it depended on the location of the school.

With reference to location of the school when asked the question:- *Where would you like Bishop Arden to be located?* 73% answered *Ruislip*

Within the survey we also asked:- *From what you know of Bishop Ramsey, what would you most like to see in Bishop Arden?*

Some of the responses were:-

An outstanding school that offers pupils the opportunity to learn and grow but to also develop their social and cultural values.

Strong leadership, outstanding teaching, high standards of behaviour, strong sense of community.

An integration of religious beliefs.

We have created a Facebook page that currently has 55 likes and have created and launched our website www.bishopardenschool.org that received 813 unique visitors and 2,821 page views between 25-01-2016 and 24-02-2016.

Letters of support from local and national politicians, primary schools and community leaders confirm that Bishop Arden School will address a hitherto unmet need for a school which sees as part of its core function, to foster and promote an open, robust dialogue between members of different faith groups. Such a dialogue, in the context of a shared, strong sense of belonging to the school community is a vital way of

E2 – successful engagement with parents and the local community

overcoming all forms of extremism, including radicalisation.

This view of Bishop Arden School, as a force for moderation and the promotion of both British values and Christian virtues, is expressed powerfully by the principal of the Al Barakah Islamic School. For devout and moderate Muslims, Bishop Arden School offers a unique educational opportunity. Al Barakah Islamic School has a long standing, cordial business relationship with Bishop Ramsey School. It has made use of our facilities for over 10 years to house its Saturday School. (Letter included in Annex 5).

The school's motto also resonates with people of no faith. This group is particularly attracted by the fact that Bishop Arden School will share the same high standards of achievement and behaviour that Bishop Ramsey is known for. 62% of respondents to the questionnaire stated that high standards was the most attractive aspect of Bishop Arden School. Whereas these families have no realistic prospect of their child being admitted to Bishop Ramsey (because of its admissions criteria and the fact that it is heavily oversubscribed), they will be eligible for the 50% Community places at Bishop Arden.

Looking forward, following the application, we will continue to engage with parents by updating our social media and website. We will also send out a monthly e-newsletter to keep parents informed of our journey towards opening.

If given permission to move to pre-opening stage we plan to hold a number of open days and visit more primary schools to be able to share our vision for our new school.

We will continue to engage with our local community via the local press, local places of worship – both Christian and other, and via our electronic media platforms. Once any potential site is announced for our school we will engage with our new neighbours and work to allay any fears they may have in relation to a school moving into their neighbourhood. As well as being an asset to our local community we wish to be a good neighbour and a positive community resource.

The LDBS, as an approved academy sponsor, have already successfully partnered with a number of schools and groups to open new schools and have a wealth of community engagement and marketing expertise that will complement Bishop Ramsey School staff's local knowledge. These shared skills and knowledge will allow us to engage successfully with both parents and the local community and other stakeholders.

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)

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Bishop Ramsey School is an approved academy sponsor. A copy of the letter from the RSC indicating how many schools we are authorised to open is included among the annexes. Andrew Wilcock, currently Headteacher of Bishop Ramsey School will, as Executive Headteacher of the Bishop Ramsey Academy Trust, be solely in charge of the development of Bishop Arden Church of England School during the pre-opening phase up to the appointment of the Principal of the school in January 2018 to take up post in April 2018.

His cv is below.

The MAT Board of Trustees will recruit a Principal Designate during the pre-opening phase, according to the following timeline:

July 2017	Job description and person specification finalised
October 2017	National Advertisements for post of Principal/Headteacher of Bishop Arden School
October 2017	Longlisting of candidates
November 2017	Shortlisting of Candidates
December 2017	Opportunity for shortlisted candidates to visit Bishop Ramsey School and discuss role with MAT Board, Local Governing Body and Executive Headteacher
January 2018	Appointment of Headteacher of Bishop Arden School to take up post in April 2018
April- May 2018	Recruitment of other posts required pre-opening (involving the newly appointed Headteacher)
September 2018	Bishop Arden School Opens

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
Educational Challenge to Executive Headteacher	Trustees	We are in the process of recruiting a current or recently retired practitioner with the necessary skills and experience of leading a school. We are using the good offices of the London Diocesan Board for Schools for this process. This will be in addition to the strengthening of the membership of the Trust by the appointment of [REDACTED].

[Add more lines as appropriate]

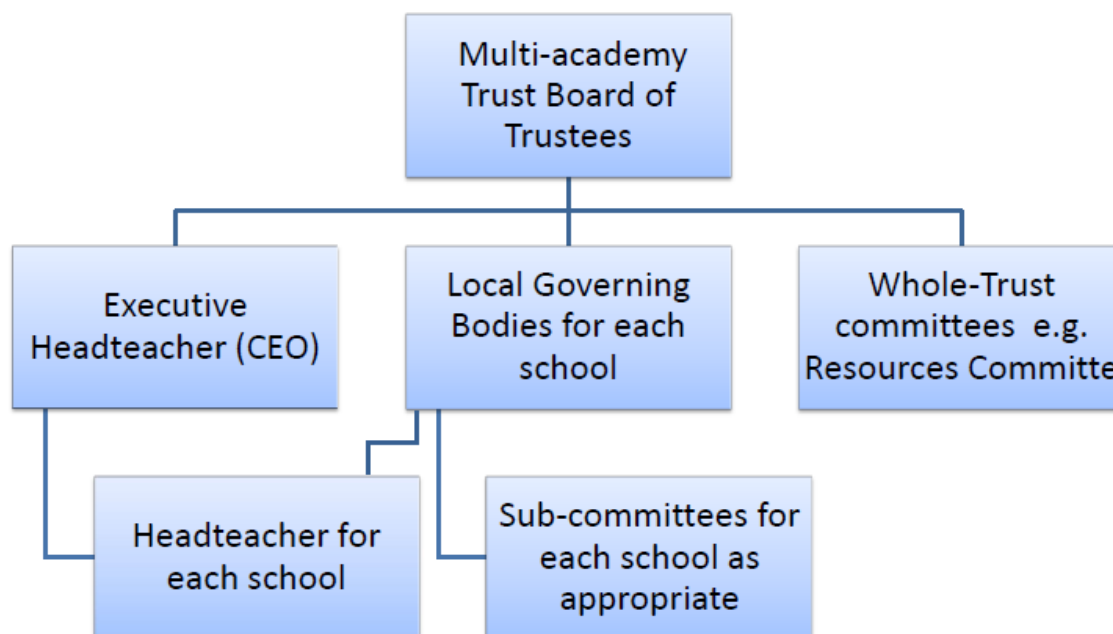
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

The company structure is set out in the diagram below. This structure will be supported by terms of reference to ensure that the roles of each party are clear and to avoid conflicts of interest.



Trustees

The members of the Academies Trust will take the strategic role of ensuring that the Company achieves its object. Specifically, they will achieve this by appointing Trustees with the skills and knowledge to provide the leadership and accountability at governance level; by monitoring the performance of the Company; by complying with the legal requirements – holding the Annual General Meeting, lodging annual accounts with Companies House, etc. The Chair of the Board of Trustees will be a Member of the Trust for the term of their office. The members of the trust have appropriate skills and experience to

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

hold the MAT Board of Trustees to account for their educational leadership, their financial competence and probity and their adherence to the aims of the Trust.

Accountability. The members will monitor the performance of the company and its Trustees by scrutiny of Key Performance Indicators and by receiving the Annual Report and Accounts. Members will intervene, where necessary by removing Trustees and/or appointing new Trustees.

Board of Trustees

The Board will form the governing body of the Multi-Academy Trust and will hold accountable the Executive Headteacher and other officers such as the schools' Headteachers. The Trustees will: set the strategic direction for each of the schools within the Academy Trust; determine the governance arrangements for each school (local governing body, management committee, advisory committee) as appropriate; monitor their performance, including by the use of external evaluation; approve policies and practices; constitute statutory committees (admissions, appeals etc) and any others they may deem necessary; agree the schemes of delegation to the Headteachers and to their local governing bodies or management/advisory committees; agree the overall budget allocation to each school's LGB; co-opt Trustees as needed to ensure the range of expertise is available to lead the Academy Trust effectively. The Board of Trustees will have the principal responsibility for the management of risk regarding the Trust and its schools. Whilst the detailed management of issues may be delegated to the Local Governing Body or to the school management team, the ultimate responsibility for risk management will be clearly with the Board.

Accountability. The Trustees will hold the Executive Headteacher accountable for the performance of the Academy Trust as a whole and of its individual schools by: monitoring against key performance indicators at least termly; receiving a termly Executive Headteacher's report; agreeing performance management procedures and challenging professional targets. Trustees will intervene in the case of poor performance, if necessary, following the Academy Trust's ACAS compliant capability procedures and up to and including dismissal.

Educational challenge will be supplied by the recruitment to the MAT Board of a current or recently retired person with the necessary skills and experience of heading a school. This will supplement the appointment of [REDACTED] (judged by Ofsted in November 2012 to be a good school with outstanding features) and the new Free School St Jerome CE Bilingual School (due to open in September 2016) who is a member of the Trust.

Local Governing Bodies

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

The schools in the MAT will each have a Local Governing Body (LGB) as its governing body. These will be Committees of the Board of Trustees. The remit of the LGB will be set out in the Scheme of Delegation from the Board of Trustees. Broadly the remit will include:

- Standards. Monitoring pupil performance including progress measures, examination results, attendance and welfare measures.
- Curriculum. Setting the curriculum model for the school and the timetabling framework for its delivery.
- Staffing. Appointments of staff below senior leader level. Monitoring performance and welfare of staff, including performance management outcomes.
- Resources. Allocation of the curriculum budget to departments and pastoral budget to year teams.
- Family and Community. To oversee student welfare, links with students' families, parental engagement, and links with the local community.

The Local Governing Body will report on the school's performance at each Board of Trustees meeting. To facilitate effective accountability, the LGB Chairman will be an ex-officio Trustee and at least one other Trustee will be a member of each LGB.

It is at LGB level that the major local stakeholders will be represented. As such there will be elected parent governors, elected staff governors and appointees from the local community as appropriate.

Executive Headteacher

The Executive Headteacher for the Trust's schools will be accountable to the Board of Trustees. He/she will lead the senior leadership team and manage the central team providing the central core services to all schools in the Trust, e.g. finance, human resources. The Executive Headteacher will oversee the performance of both schools' Headteachers.

Accountability. The Executive Headteacher will hold accountable the senior management team and the Headteachers of the individual schools. Their performance will be managed through line management structures and the performance management procedures. The Executive Headteacher will intervene in the case of unacceptable performance, following the Academy Trust's capability procedures and up to and including dismissal.

Headteachers

Bishop Arden School, like Bishop Ramsey School will have its own Headteacher reporting to the Executive Headteacher through the line management system. He/she will be an ex officio member of the Local Governing Body and will be responsible to the LGB for

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

those matters which fall under its remit (see above). The Headteacher will be responsible for the daily operation of the school and for ensuring that it fulfils the strategic aims set by the Board of Trustees. Specifically, the Headteacher will:

- Ensure the smooth and safe operation of the school, including managing pupil behaviour
- Deploy staff and resources (as delegated)
- Manage relations and communications with parents and other stakeholders
- Lead continuous improvement of teaching and learning through monitoring standards and training
- Deploy, manage and monitor the delegated budget

Other Academy Trust Committees

The Board of Trustees will consider establishing additional committees to operate across the Academy Trust. In the first instance, that being considered is a Resources Committee which would oversee the central services relating to premises, finances, service contracts etc. Its specific duties could include: setting each school's budget; monitoring each school's financial performance; financial control procedures; contract procurement and performance monitoring; business development plans; premises maintenance and development plans. The decision on this final structure will be taken during the development phase in the light of the experience of other multi-academy trusts.

Accountability and Methods of Escalation

The structures for governance will ensure strong accountability at all levels and demonstrate clear methods for escalation and intervention, if there is a failure at any one level, to ensure that the Trust achieves its goals.

The Articles of Association set out the parameters within which Trustees are expected to act. If Trustees are not providing the strategic direction that the school needs this would be evident to Members in the annual report on the overall performance and financial stability of the school. The ultimate sanction for Members would be to remove one or more Trustees.

The Board of Trustees is expected to set the strategic direction of the schools in the trust. These aims and objectives will be focused on an annual and a 5-year Development Plan. This plan will form the basis for Performance Management targets and development opportunities for the Executive Headteacher, school Headteachers and in turn for other staff. The Executive Headteacher's termly report to the Board will address each Development Plan Priority and will provide a range of progress data. Each year Trustees will

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

go through a self-evaluation process, looking at progress made in the previous year and setting new targets and objectives for the next year.

The Trust will appoint external, independent inspectors to carry out periodic checks on standards and moderation of the judgements of the senior leadership team, in the form of whole-school reviews. This will ensure that any sub-standard performance compared with national standards is quickly identified and that the judgements of the senior leadership team are accurate and reliable.

Both Bishop Ramsey School and Bishop Arden School will have their own one-year and five-year development plan with priorities and targets which will be agreed between the Board and the Local Governing Body. Local Governors will monitor the school's performance through the critical questioning of the Headteacher's reports and data, through their own monitoring visits and through the reports of external inspectors appointed by the Trust. The School Development Plan is expected to be a living document and it would be appropriate to make changes mid-way through a year if, for example, it becomes clear that additional strategies are needed to meet any given aspiration or to add an additional area for monitoring if a concern arose.

If there are concerns about the performance of staff members including the Executive Headteacher these would be addressed through the performance management process. For the Executive Headteacher's performance management the Trust will purchase support from an experienced external professional. If improvements did not follow after support for the relevant staff member then the capability process would be implemented.

We are not aware of any potential conflicts of interest. We do not envisage any financial transactions that are likely to take place between any member/trustee (or a connected party/business) and either Bishop Ramsey School or Bishop Arden School. All business dealings will be conducted strictly in accordance with the principles laid out in the Academies Financial Handbook.

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.

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 1

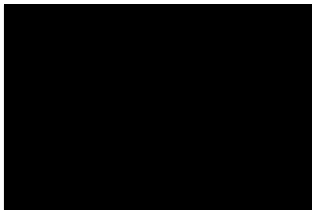
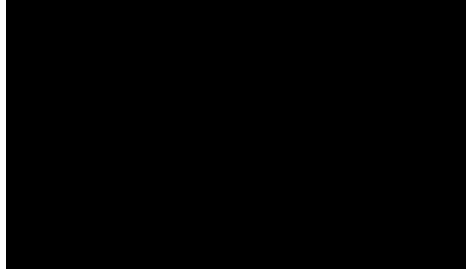
Basic Need Data from the London Borough of Hillingdon:

Forecast Future Needs - Secondary Places - Year 7 Admission										
	<i>Sep-15</i>	<i>Sep-16</i>	<i>Sep-17</i>	<i>Sep-18</i>	<i>Sep-19</i>	<i>Sep-20</i>	<i>Sep-21</i>	<i>Sep-22</i>	<i>Sep-23</i>	<i>Sep-24</i>
Area - North Hillingdon										
Demand	1571	1682	1764	1833	2011	2066	2047	2144	2219	2185
Places (See Note)	1632	1662	1662	1662	1662	1662	1662	1662	1662	1662
Additional Place Need	61	20	102	171	349	404	385	482	557	523
Additional forms of entry needed (yearly)		0	3-4	2-3	6	2	0	3-4	2-3	0
Additional forms of entry needed (cumulative)		0	4	6	12	14	13	17	19	18
Note - North Area: The 'places' figures include the planned additional 1fe at Northwood from 2016										

Data supplied by the London Borough of Hillingdon January 2016

Annex 2

Letter from RSC confirming that Bishop Ramsey School is an appropriate organisation to sponsor an academy



17 December 2015

BISHOP RAMSEY CE SCHOOL: SPONSOR APPLICATION

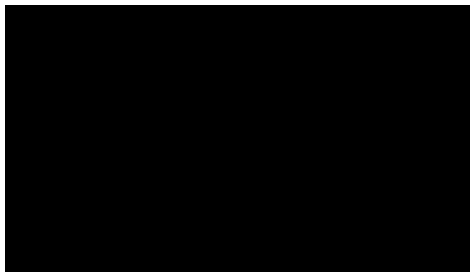
I am pleased to confirm that the Department for Education considers Bishop Ramsey CE School in Hillingdon to be an appropriate organisation to sponsor an academy.

Please note that being placed in the pool of approved sponsors does not guarantee that projects will be allocated to you. All projects are carefully matched 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 I will make a final decision as to whether the proposed sponsor should take forward a specific academy project, based on that advice.

The Department is approving Bishop Ramsey CE School initially with a capacity to take on up to two academy projects in this academic year, and future growth will be dependent upon the performance of your first open academies. Please note that the Department regularly reviews approved sponsor status. If I consider that a sponsor no longer meets the required standards, I may remove their approved sponsor status.

The Department's policy on not-for-profit requires that sponsors that support particular academies do not derive a profit from their involvement with those schools. An academy trust must pay no more than cost for goods or services provided to it by an individual or organisation with a governing relationship to an academy such as members, trustees and the trust's sponsor. Information on the not for profit principle is contained in 2.6.2 of the Financial Handbook:
<https://www.gov.uk/government/publications/academies-financial-handbook-2013>

I am very much looking forward to working with you.



Annex 3

Publicity material used to invite local people to the public meetings on 22nd & 23rd February



Bishop Arden CE School
A new school due to open in
North Hillingdon in September 2018
Where world faiths learn well together

Discover more at our
Year 3 and Year 4 parents' open meetings

Monday 22 February and Tuesday 23 February 2016
from 7.00pm–8.30pm
at
Bishop Ramsey CE School

To find out more or to book your place visit
www.bishopardenschool.org



Annex 4

Material used to explain the nature of Bishop Arden School to parents at public meetings. This material also shows the steps taken to encourage applications from all parts of the local community, including those who may not share the Christian world view of the Bishop Ramsey School Academy Trust.

BISHOP RAMSEY
A Christian Learning Community

WELCOME

Bishop Arden School
PUBLIC MEETING
23rd February 2016

1

BISHOP RAMSEY
A Christian Learning Community

Bishop Arden School

**A New School for
Hillingdon in 2018**

Andrew Wilcock – Headteacher Bishop Ramsey School

2

BISHOP RAMSEY
A Christian Learning Community

Bishop Arden School

**Where World Faiths
Learn Well Together**

3

BISHOP RAMSEY
A Christian Learning Community

Bishop Arden School

- **Why we have chosen to open a new school**
- **What the new school will be like:**
 - Ethos
 - Strategic Aims
 - Curriculum and Pastoral Care

BISHOP RAMSEY
A Christian Learning Community

Why we have chosen to bid to open a new school

- North Hillingdon will need a new secondary School by 2018
- Bishop Ramsey is heavily oversubscribed and has offered a consistently high standard of education over many years
- We would like people who are not regular churchgoers to have the opportunity to receive a Bishop Ramsey style education
- It is good to have a variety of schools to choose from

BISHOP RAMSEY
A Christian Learning Community

What the new school will be like

- Bishop Ramsey
 - High Standards
 - A rich curricular and extra-curricular diet
 - Outstanding, individualised pastoral care
 - A school that takes faith seriously
 - Working closely and constructively with parents and carers

What the new school will be like

- Like Bishop Ramsey **but not identical**
 - Its own community; mix of faiths and backgrounds: At least 50% Local Community
 - Each faith group encouraged to grow in their own faith and respect others' beliefs
 - Opportunities to celebrate key festivals as part of school life
 - A clear commitment to ensure that British values are embedded in the life of the school
 - Unit for students with statements for Autism

7

★

Bishop Arden School Aims:

1. Every learner an empowered learner
2. Every lesson an outstanding lesson
3. Every day at school a rich experience
4. Every relationship a positive encounter
5. A community that looks outwards and beyond

8

What will pupils learn?

- Curriculum to prepare pupils for university, work and adult life
- All pupils take a full GCSE in RE
- Electives include Mandarin and Latin
- Competitive inter-house activities
- Rich cultural experience

9

★

How will it work?

- Based on Bishop Ramsey model
- Strong links with Bishop Ramsey
 - Shared teachers, school leaders and policies
 - Shared experiences for pupils
 - Shared Sixth Form courses
- Bishop Arden will over time become its own community

What Next?

- Visit our website www.bishopardenschool.org
- Like us on Facebook: <https://www.facebook.com/bishoparden/>
- Register for our newsletter to keep up to date
- Our bid must be submitted by 2nd March
- We will be interviewed in May/June

Questions and Discussion

Which of the following most attracts you to Bishop Arden Church of England School?

- a. It will be like Bishop Ramsey
- b. It will have high standards of behaviour and learning
- c. It will take people's faith seriously
- d. It will enable people of all faiths and none to work together and learn from each other
- e. It will be a vibrant educational community

13

At present we are thinking that 50% of places will be reserved for people of the Christian faith with the remaining 50% open to people of any faith and none. Do you think

- a. This is about right
- b. There should be more open places
- c. There should be fewer open places

14

Please give us your suggestions for how we can best get people from different faith groups to 'learn well together'

15

Bishop Arden School

Where World Faiths Learn Well Together

Annex 5

Letters of support from: -

[Redacted]

Email of support from

[Redacted]



HOUSE OF COMMONS

LONDON SW1A 0AA

The Lord Nash
Parliamentary Under Secretary of State
Department for Education
Sanctuary Buildings
20 Great Smith Street
LONDON
SW1P 3BT

February 2016

Dear Lord Nash

As Member of Parliament for Ruislip, Pinner and Northwood, I have become familiar with the work of Bishop Ramsey Church of England School which lies within my constituency. I know it to be a school deservedly judged outstanding by Ofsted. Members of my constituency, whose children attend the school, speak very highly of it.

As a Teaching School and a National Support School, Bishop Ramsey School has played a significant role in developing the school-led system in and around Hillingdon.

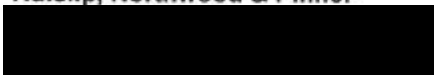
As an Academy Sponsor, Bishop Ramsey is now in a position to open a new Free School. They have presented to me a well thought through proposal which would actively welcome members of all the major world faiths and so create a valuable opportunity for young people from different backgrounds to learn and grow together.

I am writing therefore to express my view that Bishop Ramsey is well placed to bid for a new Free School north of the A40 in the London Borough of Hillingdon, in order to meet the basic need for places in that area.

In doing so, I am not forming a relative judgement on any other bids that may materialise and eventually compete with Bishop Ramsey. I am not sighted on them. However I can vouch for the integrity; standards and professionalism of the leadership team at Bishop Ramsey.

Yours ever

Nick Hurd MP
Ruislip, Northwood & Pinner



Newnham Junior School



[REDACTED]
[REDACTED]
www.newnham-jun.hillingdon.sch.uk

The Lord Nash
Parliamentary Under Secretary of State
Department for Education
Sanctuary Buildings
20 Great Smith Street
LONDON SW1P 3BT

Dear Lord Nash,

BISHOP ARDEN SCHOOL

I am writing to offer my support for the proposal of the above.

Having been [REDACTED] for the last eight years, I am aware that parents at our school look at various local options for their children to transfer to secondary school. One popular choice is always Bishop Ramsey, but unfortunately many parents and children are disappointed because they do not fulfil the selection criteria. Bishop Arden would therefore offer an ideal alternative choice for parents and one which, I am sure, would prove to be a popular first choice for many of our children.

[REDACTED] recently came to our school to deliver an information session for parents and this proved to be extremely popular. Parents were impressed with the ethos and vision for the new school, along with the high academic achievements of the current sister school, Bishop Ramsey; they felt it would be the kind of school they would want their children to attend.

In summary therefore, with rising pupil numbers in this area, parents will require school places created for their children and, if this provision was led by an already excellent feeder school with the ethos and vision of Bishop Arden, I feel parents would feel confident in sending their children there.

I hope this helps in the making of your decision and if I can be of any further help, please do not hesitate to contact me.

Yours sincerely,

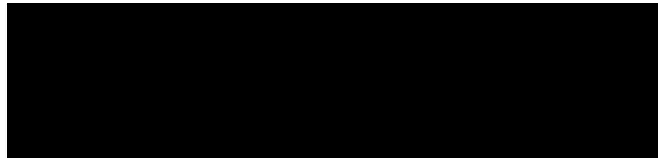
[REDACTED]

LONDON BOROUGH OF HILLINGDON





Bishop Winnington-Ingram C.E. Primary School



The Lord Nash
Parliamentary Under Secretary of State
Department for Education
Sanctuary Buildings
20 Great Smith Street
London SW1P 3BT

Monday 22nd February, 2016

Dear Lord Nash,

I am aware that [redacted] in Ruislip, is submitting a bid for a Free School to be built in the north of the borough of Hillingdon, to be called Bishop Arden School. I know that Primary Schools have expanded, or have been rebuilt, but there are no new secondary schools being built in this part of the borough.

As we are a feeder school, [redacted] met with some of our parents to discuss the facilities that the new school would provide. Bishop Ramsey School is a very popular, heavily over-subscribed Church of England school, which many of our parents would like their children to attend. Their admissions criteria has to be very strict because of this over-subscription and many children and parents are disappointed each year, because they do not meet the criteria.

I understand that as a sister school, Bishop Arden School would operate on the same principles and ethos as Bishop Ramsey, but would be able to accept children of all faiths and of no faith, which would reach a wider group of Primary School leavers. I am sure that our parents would very much welcome this opportunity for their children.

Yours sincerely,





London Borough of Hillingdon
**FRITHWOOD
PRIMARY SCHOOL**



The Lord Nash
Parliamentary Under Secretary of State
Department for Education
Sanctuary Buildings
20 Great Smith Street
London SW1P 3BT

15th February 2016

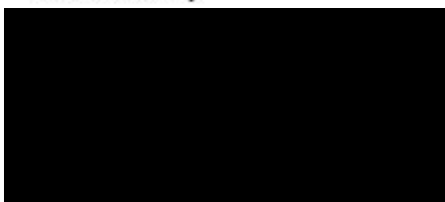
Dear Lord Nash,

We are writing to express our support for the creation of a free school in the north of the London Borough of Hillingdon. A new secondary school in the area would increase choice for our families and secure their school place within the local area at a time when the demand for places is set to increase.

On 12th February 2016 we listened to a presentation by [redacted] [redacted] who has made an application for the creation of the Bishop Arden School. Our Year 3 and 4 parents were invited to attend this meeting; those who came along found it useful.

A new free school would be a welcome addition to the locality and meet the needs of our growing population.

Yours faithfully





HILLINGDON
LONDON

The Lord Nash
Parliamentary Under Secretary of State
Department for Education
Sanctuary Buildings
20 Great Smith Street
LONDON SW1P 3BT



8 February 2016

Dear Lord Nash

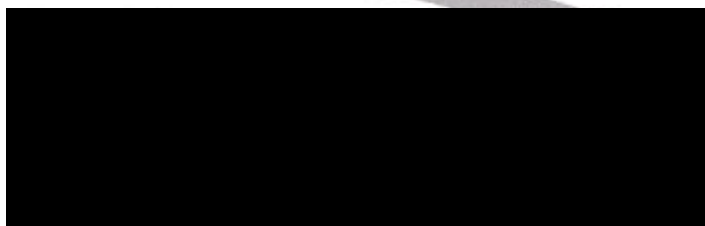
As a [REDACTED] I have become familiar with the work of Bishop Ramsey Church of England School which lies within [REDACTED]. I know it to be a school deservedly judged outstanding by Ofsted. It is very highly thought of in the local area and is oversubscribed each year.

As a Teaching School and a National Support School, Bishop Ramsey School has played a significant role in developing the school-led system in and around Hillingdon.

As an Academy Sponsor, Bishop Ramsey is now in a position to open a new Free School. I am therefore pleased to support the bid by Bishop Ramsey to open a new Free School north of the A40 in the London Borough of Hillingdon, in order to meet the basic need for places in that area.

I am confident that the new Free School proposed by the Bishop Ramsey Academy Trust will be very well supported by the families in the local area. In particular many families, who have in the past been unable to gain places because of the oversubscription, will be greatly encouraged by the new development.

Yours sincerely





HILLINGDON
LONDON

The Lord Nash
Parliamentary Under Secretary of State
Department for Education
Sanctuary Buildings
20 Great Smith Street, London
SW1P 3BT

Ref: Re: Bishop Ramsey School

February 8, 2016

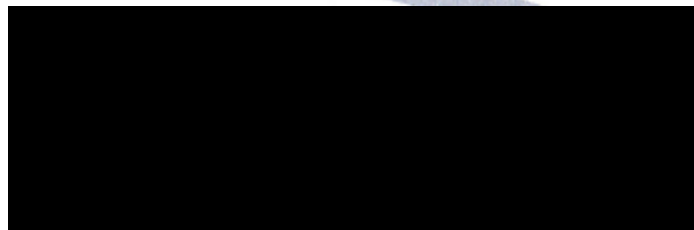
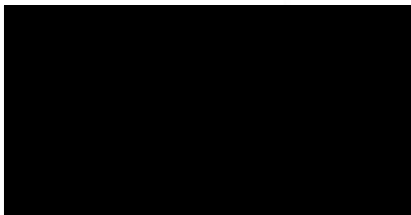
Dear Lord Nash

I am a [REDACTED] Bishop Ramsey Church of England School. I have therefore become familiar with the work of the school. I know it to be a school deservedly judged outstanding by Ofsted. It is very highly thought of in the local area and is oversubscribed each year. It provides a welcoming environment for those students from any faith background and none, who join the school in the Sixth Form.

In our multi-cultural city, I think it is vital that schools play a significant part in bringing diverse communities together. Bishop Ramsey does this in its Sixth Form and I am therefore pleased to support the bid by Bishop Ramsey to open a new Free School north of the A40 in the London Borough of Hillingdon, in order to meet the basic need for places in that area.

The proposed school, which will actively welcome members of all the major world faiths, will offer a unique and much needed opportunity for young people from the different religious groups to learn and grow together. This will greatly strengthen the fabric of society in Hillingdon, an issue which is close to my heart.

I am confident that the new Free School proposed by the Bishop Ramsey Academy Trust will be very well supported by the families in the local area. In particular, many families, who have in the past been unable to gain places because of the oversubscription, will be greatly encouraged by the new development



The Lord Nash
Parliamentary Under Secretary of State
Department for Education
Sanctuary Buildings
20 Great Smith Street
LONDON
SW1P 3BT

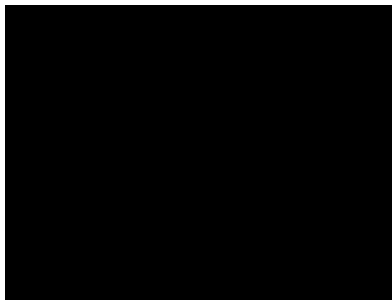
February 2016

Dear Lord Nash

I write on behalf of the Al Barakah Foundation which operates an Islamic school based at Bishop Ramsey Church of England School. We have had a long and successful relationship with Bishop Ramsey Church of England School.

Al Barakah believes in excellence through hard work and commitment. We take very seriously our responsibility for giving our students a sense of their identity as Muslims and also providing them with an understanding of their faith, which encourages them to contribute positively to modern British society. We are greatly encouraged that the proposed Bishop Arden Church of England School will be a place where our students feel welcomed and encouraged in both their learning and their religious development.

Yours sincerely





HILLINGDON

LONDON

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

24 February 2016

Dear Sir/Madam

Re: Confirmation of Support for Additional Basic Needs Secondary School Places

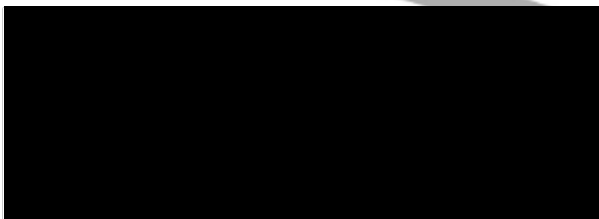
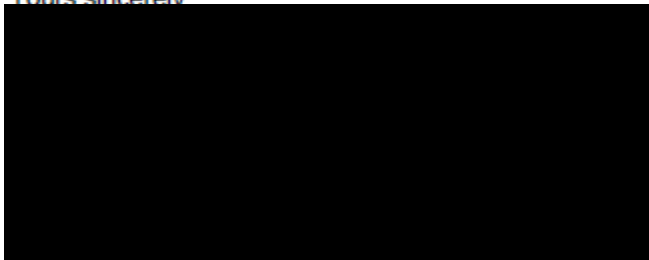
I am writing to confirm that the London Borough of Hillingdon has a significant basic need for additional secondary school places in the north of the London Borough of Hillingdon. Our vision in Hillingdon is "putting our residents first" and Hillingdon Council is committed to ensuring the provision of high quality school places as close to home as possible.

Based on the latest forecast for school places I can confirm there is a need for an additional 14 forms of entry in the secondary sector by September 2020. Many of the secondary schools in the north of the Borough are oversubscribed.

Given Hillingdon Council's key role in running the competition and making approved bidder recommendations to the Department, we are not expressing support for any individual bid but are pleased to outline the identified need that we have in the borough.

I would be happy to answer any additional questions you may have.

Yours sincerely



[Redacted]

Subject: RE: A New School for the North of Hillingdon

Dear [Redacted]

Thank you for contacting us, wishing you all the success in your application for this wonderful work for the school. We will give you all the support we can give, poster of your school on our Notice board and if you like, details of your school on our web site.

Best regards,

[Redacted]

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 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> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: <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
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