Department for Education

Free school application form

Mainstream, studio, and 16 to 19 schools

Published: December 2015

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

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	☒	☐
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?	☒	☐
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?	☐	☐

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?	☐	☐
8. **Independent schools only*:** Have you provided the documents set out in the criteria document specifically around your current site?	☐	☐
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.ukmailto:mainstream.fsapplications@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?	☐	☐
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, 3rd 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**
12. Have you sent: • 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 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? (See guidance for dates and deadlines)	☒	☐

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: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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
Overarching vision and values of the Trust The Active Learning Trust (ALT) currently has 14 schools in the Trust: 12 primary schools and 2 secondary schools. The Board of Trustees approved a new business plan, including a refreshed vision for the Trust, on 10th December 2015. The business plan states that the vision for the Trust is to drive up standards by establishing high expectations and challenging underperformance in all its schools so that they can achieve an outstanding Ofsted judgment within four years. The Trust operates through three distinct local hubs, currently of 4/5 schools, each with a highly regarded 'hub lead' who is an experienced leader of schools and school improvement. The schools in the hubs have been grouped together as they are all within reasonable travelling distance of each other. The size of the hubs means that the schools can support each other in a very efficient and effective way. Having hubs of this size therefore combines the advantages of working with a relatively larger number of schools across the whole Trust while maintaining the advantages of a smaller group of schools working in a more informal but still very effective way. This way of working has enabled the schools within the hubs to develop effective practice locally (for example the support for NQTs in Lowestoft), with the learning then shaping support across the Trust or developing distinct projects with partners in the arts that allow students to work with local arts groups across a hub whilst the overall project can be managed centrally to reduce any bureaucracy. For example, the whole Trust is led and managed by a Trust Board made up of the head teachers and senior leaders all of whom have the required experience and expertise to run the Trust. However, we do recognise that, given the addition of the two new schools, we will need to add to our capacity and capability. In the context of

the expansion of the Trust, the details in table F1(b) describe the skills gaps that exist within our Trust and how we intend to fill them.

We therefore already have in place a very effective and efficient Trust structure which will withstand additions to it in respect of the new schools. We are conscious of needing to ensure that the growth and actual size of the Trust are not detrimental to the quality of the support and challenge which the Trust can provide to all its schools. We do not want to grow too quickly which could lead to problems with ensuring that we have in place the required capacity and capability to challenge and support all of our schools. The details in table F1(b) show how we will ensure that this will not be the case.

Indeed, we are confident that the addition of the new schools will actually augment the effectiveness of the Trust in supporting and challenging all the schools in the Trust. This is because the expanded Trust will:

- Increase the scope for sharing learning, subject specialisms (especially in KS2), school improvement expertise, and continuing professional development
- Increase economies of scale in the running of central services by enabling the central costs to be shared across a larger number of schools and provide greater purchasing power
- Extend our impact in terms of raising standards of education for a larger number of children and young people
- Create a broader base for developing leaders
- Provide more opportunities for staff deployment and promotion within the Trust
- Provide an even more secure base for supporting innovation.

However, we are also conscious of the risks of expansion:

- Too many new schools are taken on at one time and there could be insufficient leadership capacity and capability to manage the challenge
- We react to the increased number of schools in the Trust by becoming more bureaucratic which could limit the capacity for innovation
- Diseconomies of scale might start to emerge such as communication across the Trust and between schools becoming much more problematic and so it becomes more difficult to keep everyone informed and involved across all the schools in the Trust; that is, the growth in the number of school makes the Trust seem impersonal

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

- The core infrastructure (i.e. the central services) becomes overstretched
- Existing schools in the Trust start to slip back as energies are focused on the new schools

The Trust takes the management of risk very seriously with management at Trust and school level regularly reviewing risk to ensure the right countermeasures are in place.

The expanded Trust will continue to maximise impact at school level by working directly in classrooms to coach all teachers in developing outstanding practice that is evaluated and reviewed within a climate of improvement. All schools in the Trust will:

- Continue to raise the bar
- Exist as learning organisations for all i.e. pupils, and staff
- Facilitate the coaching and mentoring of outstanding teachers and leaders with outstanding professionals trained as coaches and mentors to work across the hubs, so challenging and supporting the development of outstanding opportunities for all our professionals; this will include colleagues working directly in classrooms to support teachers in developing outstanding practice.

Through the above, the Trust will continue to:

- Engage in the further development of subject expertise as part of the core offer to our schools linking with national expertise to ensure teaching and learning is informed by outstanding teacher knowledge.
- Support the drive to raise standards in all schools, through sponsorship and the deployment of experienced headteachers, leaders of education and national education experts who have a track record of rapid improvement, outstanding leadership and school to school strategic development. These colleagues will work alongside Trust schools that are demonstrating outstanding practice and expertise
- Continually improve our capacity to ensure that the quality of what we deliver remains at an outstandingly high level by ensuring that there are strong systems of performance management in place in all schools to support improvement, thereby seeking out and valuing excellent performance and ensuring excellent value for money in all areas of the school improvement process
- Continue to work closely and effectively with LAs and RSC colleagues

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

- Develop the leadership, management and governance in all our schools so that we grow and maintain the best leaders
- Aim to lead or act as a partner with a Teaching School network during the next two years to grow the next generation of effective teachers, school leaders, support staff, and governors.
- Continually refresh the high quality professional development provided for all staff so we can maximise the opportunities for advancement within schools and across the Trust more widely
- Provide excellent value for money advice and, where applicable, services to our schools based on our procurement strategy and maximise the potential for our managers to progress and become effective leaders in their schools
- Ensure that, as a business, the Trust continues to maximise the potential for income and maintains a high level of control on costs which provides long term security for the Trust and its schools.

Through all these activities and actions, the Trust will continue to build a broad professional partnership of schools that share the same vision and values.

Typical of the support and challenge that the Trust is providing to all its schools is as described in the RSC's report of the monitoring visit December 2015 to Kingsfield Primary, Chatteris:

'[redacted] was pleased to learn of the way in which the trust is providing support to improve teaching across the school, specifically through targeted professional development. It is also good to know that the Trust provides timely support based on its regular monitoring which occurs in a variety of ways – weekly hub lead visits, teaching and learning reviews and trust membership of the governing body.'

The Board of Trustees at its December 2015 meeting reviewed its current performance and capacity and capability and set out the following with regard to future developments for 2016 and beyond:

- Support for the provision of new Free Schools. Hence, we are now applying here to open two new schools Chatteris Primary School and Central Ipswich Primary School. Please see section H for more details of the proposed locations of the schools.
- Support for established schools with a wide range of characteristics including those schools who have been judged by Ofsted as requiring improvement, good,

and outstanding as the addition of these schools will help us to develop our capacity and capability to help all children to develop their full potential

- Growth of the hubs t so still be of an appropriate size to facilitate school to school support, joint working and so ensure continued school improvement; the hubs will remain as the key delivery mechanism, working within the context of the wider Trust, for support and challenge which have been developed over the past three years

Rationale(s) for each of the schools

Chatteris Primary School and Central Ipswich Primary School will each be a 2 form entry primary school with therefore a total of 420 pupil in the 7 classes when full in September 2023. We will be ready to open in September 2017 with 30 pupils in one Reception Class in each school.

As is shown in Section E, these schools will meet a need for pupil places in the primary age phase in the areas where the schools will be located as well as providing places in what will be high performing schools.

How the trust vision and values relates to developing a school

The vision of the new schools will be closely aligned to that of the Trust. The expertise and experience both from within existing ALT schools and across our network of central support will support and challenge the new schools so that they provide outstanding provision for their communities. For example, the curricula and approaches to teaching and learning in each of the new schools will provide an education for all pupils which lead to the achievement of high standards by all pupils.

The leadership capacity and capability across the Trust will ensure that each school's organisational structures and systems are aligned to the very best practice that is at the core of our schools. Governance, through the Local Governing Body (LGB), will be established immediately to ensure that support and challenge form part of the development stage, supported by engagement with the NGA together with support from our central governance team.

Typical of the support and challenge that the Trust is providing to all its schools is as described in the report by OfSTED (March 2015) arising from the inspection of Westwood Primary School, Lowestoft:

'The Active Learning Trust has been successful in supporting developments at the school. It has supported and challenged school leaders effectively, and has also provided teachers with many training opportunities. Teachers have also had

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area
opportunities to work with other schools in the academy chain, collaborating with other teachers and sharing resources and expertise.' **Summary of key features of each of the schools** The principal aims for all our primary schools within the Trust are to nurture and care for our pupils, make learning enjoyable, ensure children achieve their best, and prepare them for the next steps in their learning journeys. In order to do this, we ensure that there is an appropriate balance between ensuring that pupils acquire the skills necessary to help them become active and engaged learners throughout their lives whilst also ensuring that they acquire and can use the knowledge needed to become full and active members of society. Section D shows in significantly more detail how each school will achieve its education vision.

Section D – education plan: part 1

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

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

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

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

Chatteris Primary School

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Nursery (fte)		26	26	26	26	26	26	26
Total nursery		26	26	26	26	26	26	26
Reception		30	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals (KS1 and KS2		30	120	180	240	300	360	420
Totals (KS1 and KS2		30	120	180	240	300	360	420

Central Ipswich Primary School

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Nursery (fte)		26	26	26	26	26	26	26
Total nursery		26	26	26	26	26	26	26
Reception		30	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals (KS1 and KS2		30	120	180	240	300	360	420

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.

The details in this table apply to both schools.

Subject/other activity (e.g. enrichment)	**Hours per week**	**Mandatory/ Voluntary**	**Comments**
Early Years Foundation Stage (EYFS)			
The prime areas of learning:			We will provide support to individual children in the following four specific areas, through which the three prime areas as listed will be strengthened and applied: literacy; mathematics; understanding the world; and expressive arts and design.
Communication and language	10	Mandatory	These hours are approximate and will be adjusted to meet individual children's learning and development needs.
Physical development	6	Mandatory	These hours are approximate and will be adjusted to meet individual children's learning and development needs.
Personal, social and emotional development.	6	Mandatory	These hours are approximate and will be adjusted to meet individual children's learning and development needs.
Total hours	**22**		

Key Stage 1			
Core subjects			
English	4.5	Mandatory	
Mathematics	4.5	Mandatory	
Science	2	Mandatory	
Foundation subjects			
Computing	1	Mandatory	Discreet lessons
Design and technology	1	Mandatory	
Languages (French/Spanish	1	Mandatory	
History and Geography	2	Mandatory	Humanities theme based on topic focus area
Art, drama, music	2	Mandatory	Based on the topic focus area aligned with skills development
Physical education	1.5	Mandatory	Indoor and outdoor sessions including swimming
PSHE/SMSC/ Citizenship	1	Mandatory	Linked with topic, whole school and community.
Forest schools	1	Mandatory	Trained practitioners in each school
Other		Mandatory	
Religious education	1	Mandatory	
Total hours	**22.5**		
Key Stage 2			
Core subjects			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	3	Mandatory	
Foundation subjects			

Computing	1	Mandatory	Discreet lessons
Design and technology	1	Mandatory	
Languages (French/Spanish)	1	Mandatory	
History and Geography	2.5	Mandatory	Humanities theme based on topic focus area
Art, drama, music	2	Mandatory	Based on the topic focus area aligned with skills development
Physical education	1.5	Mandatory	Indoor and outdoor sessions including swimming
PSHE/SMSC/ Citizenship	1	Mandatory	Linked with topic, whole school and community.
Forest schools	1	Mandatory	Trained practitioners in each school
Other		Mandatory	
Religious education	1	Mandatory	
Total hours	**25**		
Enrichment			For more details, see below. The amount of time will be determined by pupils' interest and needs and all activities will be voluntary.

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

Introduction

Section C has set out the vison for our Trust and how what we have established as our 'ALT principles' enable us to translate this vison into clear and fully embedded successful practice within each of our established primary schools. This has ensured that, as explained in Section C, we now have several open primary state-funded schools with strong track records.

We want now to open two new schools which replicate what we already have in place in the open primary schools with strong track records. The approach we are therefore taking here in Section D1 is to compare the cohorts at the new schools to one of our existing schools: Chesterton Primary School. We will then describe if/how we will change the curriculum from that which exists in Chesterton Primary School to take account of the different expected pupil populations in each of the new schools.

Chesterton Primary School

The school opened in September 2013, and now has pupils in Years R, 1, and 2. As this is a growing school, we can learn lessons from our experiences in this school of how we can build a curriculum and also how we can effectively recruit staff over a period of several years to meet the needs of a school as it goes through a period of growth.

[redacted]

Key details of the school's population:

- The majority of pupils are White British.
- A small minority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average.
- The academy serves a very mixed community, with pockets of significant deprivation.
- A small proportion of pupils attend for short periods of time only before being re-housed, so there is significant mobility within classes and year groups.

The curriculum and approaches to teaching and learning at Chesterton Primary School

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

As set out in Section C, for all our primary schools across the Trust we ensure that there is an appropriate balance between ensuring that pupils acquire the skills necessary to help them become active and engaged learners throughout their lives whilst also ensuring that they acquire and can use the knowledge needed to become full and active members of society.

Chesterton Primary school has embedded the values of the Trust so that:

- We value our children, their personalities and differences and we provide a curriculum which is fully inclusive, centred round the children, and encourages individualism and collaboration.
- We value the way in which all children are unique and, our curriculum promotes respect for the views of each child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We understand the importance of the development of British values throughout the curriculum, addressing the range of pupil backgrounds and welcoming a diverse range of cultures into a rich school environment.
- We value the importance of each person in our communities. We organise our curriculum so that we promote co-operation and understanding between all our members of our community. We use the community to enrich the curriculum.
- We value the rights enjoyed by each person in our societies.
- We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our schools.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through letters, homework and learning opportunities with their child, and are positively encouraged to become involved

Aims

The aims of the school's curriculum are to:

- enable all children to understand that they are all successful learners
- enable children to understand the skills and attributes needed to be a successful learner
- enable children to develop their own personal interests
- promote a positive attitude towards learning so that children enjoy coming to school, and acquire a lifelong love of learning
- teach children the basic skills of English, Maths and Computing
- enable children to be creative

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

- teach children about their developing world
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- enable children to be passionate about what they believe in and to develop their own thinking
- enable children to ask questions and take risks
- enable children to develop their intellect including their emotional development

At Chesterton Primary School, the curriculum is a powerful tool that promotes a love of learning and willingness to explore and time to have fun. We use the National Curriculum as a starting point for a wide and varied learning experience for our pupils. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child and so our pupils have the opportunity to be creative, to be physically active and to be academically challenged. This is based on rigorous development of basic skills underpinned with a strong subject knowledge.

Therefore, all pupils follow the National Curriculum. Non-core subjects are taught in termly themes. These themes are framed through the setting of 'Big Questions' and, where possible, content is supported by work in English and Maths lessons. P.E, Music, Computer studies and R.E are usually additional to the Big Questions, although where possible, they should link. Art, DT, History, Science, Geography and PSHE will be taught through the Big Question theme

Before a theme begins, the pupils discuss the following questions with the teacher:

- When appropriate, philosophical discussion of the question
- What do we need to know to answer that question? Generation of sub questions.
- What do we already know? Assessment of pre learning.
- How could we find the answers to these questions? Planning for learning.
- How we will celebrate and share our discoveries? Final outcome.
- What do we need to produce to a high standard? Presentation pieces.
- What careers link in with this study?

Questions and plans are displayed on the 'class challenge' board and the class page on the school's website. Teachers then plan to support the pupils' learning. Towards the end of the week, the class gathers together to discuss their progress, updating the board and website accordingly:

- Which questions have we answered?
- What have we learned?
- Has our learning raised any other questions?
- What are we really proud of this week?
- What do we need to learn/complete next week?
- How do we do this?

At the end of each theme, the pupils present their final work to an audience. This makes the learning purposeful. In addition, they produce a lasting record for the class page, this could be a photo story, a podcast, a video, a blog. Pupils are not organised

into groupings, the class will be fluid, unless it is felt appropriate, e.g. in guided reading. Teachers plan three levels (or more) of challenge: 'Amazing', 'Incredible' and 'Fantastic'. The pupils make their own decisions about the level of challenge they will attempt.

Pupils' learning behaviours are threaded throughout the curriculum and developing the thinking and learning behaviours are vital to the pupils' success

No written feedback is given to the pupils. All of the pupil's work is collected in and checked by the teacher using 'tickled pink' and 'green for growth'. Each lesson begins with feedback in the form of the pupils checking their work against success criteria and/or verbal feedback by the teacher. Pedagogical stamps are used for next steps. Home learning is incorporated with Big questions, sub questions and challenges being tweeted or put on a blog.

The themes have a specific focus on one of the non-core areas or Science and all the strands of each curriculum subject are woven into each theme.

Enrichment activities

Chesterton Primary School fully adheres to the ALT principle that the whole child can be supported further by further use of the local community and local resources, using the outside areas as a part of the classroom and not just in early years but also all through to KS2.

As the school grows, there will be more opportunities for enrichment activities for its pupils. For example, wrapping around the school day, there will be 3 nights of extra activity (Mon-Thur), which will include Languages (Spanish and French), Dance and Sports Club (Change in the seasons) alongside a craft/art/music session (this will change per term).

Chatteris Primary School

We expect that the population of this school will be very similar to the population at Chesterton Primary School as described above. Therefore, we will want to replicate the curriculum and approaches to teaching and learning which currently exist in Chesterton Primary School as described above.

As can be seen in the table above which summarises the curriculum including the numbers of hours for each subject, we will also be using the Forest School curriculum to develop pupils' knowledge and skills. We are introducing this curriculum element because we have seeing evidence for some time that pupils are in need of an educational experience which helps them to develop certain key social skills and a more developed knowledge of the outdoor environment.

Engagement in the Forest Schools curriculum will help therefore help these pupils to:

- learn to work and play together
- develop their communication and socialisation skills learn to transfer learning from school to the forest and back again
- learn to enjoy themselves
- learn to observe environmental change and thus learn about the forest environment.

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

The activities will be carefully chosen and broken down into small steps to enable the pupils to experience success. This will help to boosts pupils' self-esteem.

Typically, Forest School sessions will be structured in a very similar way to other sessions and can include the following activities; fitness treasure hunts; collecting things; making a home for an animal; making shelters; making fires; campfire cooking; follow my leader; hide and seek; following wool trails; looking for particular things (e.g. a big leaf, some beech buds); looking after the forest such as clearing litter, whittling /sawing/cleaving wood picnics; and maintaining the site, clearing nettles and brambles.

We would link the school to local schools in March and Ely to allow the children to look at different environments alongside the different settings. This would support the development of the Forest School ethos alongside wider community experiences. Linking with the Cambridge school allows pupils to experience the museums, art galleries and colleges, while taking advantage of the available classroom and space available to visiting schools.

Central Ipswich Primary School

This school will be located in Central Ipswich. We therefore expect that, compared with Chesterton Primary School, the population of this school will have a slightly higher proportion of pupils who will:

- not be white British
- speak English as an additional language
- be known to be eligible for the pupil premium
- have special educational needs.

We also anticipate that there will be some degree of deprivation within the school's population. We do not anticipate that there will be significant mobility within classes and year groups.

Because of these differences between Chesterton Primary School and Central Ipswich Primary School we will plan to implement the changes to the curriculum as set out below. However, although in our preparation for the school opening, we will take account of these anticipated differences, we will be making no assumptions regarding individual pupils between, for example, any automatic link between levels of deprivation as indicated by pupils' eligibility for free school meals or the pupil premium, and pupils needing extra support. Therefore, during the preopening period, we will be taking full account of the individual needs of those pupils who are going to start at our school in the Reception Class. We will then be able you plan the provision to meet these needs. Clearly, this process will continue in each school year as we plan for the next cohort of Reception aged children who will enter the school. We will also take into account the needs of pupils who enter into our school during the course of the school year.

Provision for pupils with special educational needs

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake
Chesterton Primary School supports pupils who have additional needs in the areas of cognition and learning, physical and sensory, speech, language and communication, emotional, behavioural and mental health needs. This is part of an overall approach where all teaching is differentiated to meet the needs of all pupils in each class, with the aim of all pupils being able to meet their age related expectations. This will include, on occasions, small group support for individual pupils who, for example, need some specific support in key areas of the curriculum such as literacy and mathematics. The school has a team of experienced teachers and Teaching Assistants who support pupil with a range of needs and difficulties, including in small groups, as noted above. The school also has access to a range of professionals and agencies. There is a referral process and criteria to be met in order to access these services. If the school thinks that individual pupils would benefit from this support, there is discussion with parents/carers to identify the most appropriate support. However, we anticipate that there will be a need to provide more intensive support in Central Ipswich Primary School to those pupils who will experience difficulties in various area such as literacy and mathematics. Therefore, we will organise our school to be able to provide more small group and, if needed, one to one support for pupils who are experiencing difficulties. For example, the needs of those pupils who require specific literacy recovery/intervention with regard to their English literacy skills, including English as an additional language (EAL), will be met as part of our overall approach to meeting individual needs as facilitated by our staffing model of having 1 teacher and a 1 Teaching Assistant to each class in each year. However, for this school, we will use the Teaching Assistants and HLTAs in a very flexible way which will allow each one of them to work with classes and groups of pupils across the school, especially given what we anticipate will be relatively high levels of numbers of pupils with special educational needs. We anticipate that there will be a particular need to put in place specific support for those pupils who require specific literacy recovery/intervention. This support will be based on the 'Reading Recovery' model, and will involve the flexible use of Teaching Assistants as described above. This model was originally designed as a school-based, short-term literacy programme designed for pupils aged five or six, and who are the lowest literary achievers after their first year of school. We will ensure that any pupils who do not make sufficient progress in reading/literacy by the age of six are supported using an approach based on this model. However, we will also use this approach, if needed, for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter our school after the age of six. The approach will take the format of intensive small group lessons for 30 minutes a day, for between 12 and 20 weeks. These lessons will also take place in small groups led by Teaching Assistants or HLTAs who will receive training for this. It will different for every pupil, assessing what the pupil knows and what he/she needs to learn next. The focus of each lesson will be to comprehend messages in reading and construct messages in writing; learning how to attend to detail without losing focus on

meaning. The goal is for pupils to develop into effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

Therefore, the key features of our approach will be:

- Pupils receiving this support are those who have the most difficulty in reading and writing after one year at school
- This support will also be available for older pupils who, for whatever reason, begin to fall behind at an older age or for pupils who enter our school after the age of six. There will also be provision for pupils who would benefit more from programme of synthetic phonics such as those pupils who have a well-developed knowledge and understanding of key phoneme-grapheme correspondences.
- The approach will be different for every pupil; the starting point will be each pupil's strengths, and the teaching will build on what the pupil is able, and trying, to do
- Each pupil will have an intensive programme of daily 30 minute lessons which will be individually designed and individually delivered; this will be supplementary to normal class activities
- The focus of each lesson will be on comprehending messages in reading and constructing messages in writing
- In every lesson, pupils will read several books and write their own stories, learning how to attend to detail without losing focus on meaning.

<u>Pupils who have an Education Health and Care Plan (EHCP)</u>

Clearly, all our schools, including Chesterton Primary School, need to put in place the appropriate provision and systems to meet the needs of those pupils who have an EHCP.

However, given the anticipated higher percentage of pupils with special educational needs, we also anticipate that there will be a slightly higher proportion of pupils with an EHCP compared with Chesterton Primary School, and we will therefore need to make particular arrangements for such a context. Such arrangements will place an even greater emphasis on the adoption of a graduated response to putting effective special educational provision in place. This response will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised to develop a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to pupils' special educational needs.

As with all schools, including Chesterton Primary School, there will be a qualified teacher designated as SENCo for the school. He/she will have a very significant role, working closely with the Headteacher and the Governors in determining the strategic development of SEN policy and provision in the school. She/he will be a member of the senior leadership team.

The SENCo will also provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENCo will be aware of the provision in the Local Offer and be able to work with professionals providing a

support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. Local Authorities must publish a Local Offer, which provides information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHCPs.

The SENCo will have sufficient time and resources to carry out these functions. This will include providing the SENCo with sufficient administrative support and time away from teaching to enable her/him, to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Pupils with English as an additional language

Some pupils with EAL will benefit from a 'Reading Recovery' approach as described above. However, we do anticipate that there will be some pupils with EAL who will also benefit from an approach which gives them the opportunity to develop their conversational English. In order to provide such opportunities, we will employ the services of individuals who are able to converse with these pupils in their first language. Such individual themselves may have recently arrived in the UK and already have acquired a good knowledge of spoken English.

In addition to reading recovery where appropriate, EAL pupils and new arrivals to the country will have additional teaching of conversational English with the support of Teaching Assistants or HLTAs who will receive training for this. As noted above, this approach will facilitated by our staffing model of having 1 teacher and a 1 Teaching Assistant to each class in each year, and the flexible use of these Teaching Assistants and HLTAs across the whole school.

Forest Schools curriculum

There will also be time devoted as shown above to the Forest Schools curriculum. See above for further details of this and a rationale.

Enrichment activities in both new schools

Using the ALT approach of making full use of the outside environment, both new schools will link to local schools, for example, with regard to Chatteris Primary School, in March and Ely to allow the pupils to look at the different environments where the 'partner schools' are located. This will support the development of the Forest School ethos alongside wider community experiences. Linking with Cambridge schools will allow pupils to experience the museums, art galleries and colleges, while taking advantage of the available classroom and space available to visiting schools. In Ipswich linking with the local ALT primary schools such as Hillside or the secondary at Chantry – where established community groups and resource will add to the enrichment of the school experience.

Wrapping around the school day in both schools, will be 3 nights of extra activity (Mon-Thur), which will include Languages (Spanish and French), Dance and Sports Club (Change in the seasons) alongside a craft/art/music session (this will change per term).

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
Both new schools will establish the same processes for measuring pupil performance effectively and setting challenging targets. These processes will adhere to Trust-wide processes, including as embedded in Chesterton Primary School. More specifically, these processes will be as follows. <u>Establishing an assessment and data tracking system</u> In both schools, this system will establish a baseline of pupils' levels of attainment at key points in their school careers so that the system will enable pupil performance to be monitored and continuously improved. The data will inform teaching and drive progression and attainment for all pupils in both schools. Both schools will use the Trust's central data tracking system that is supported by 6 weekly pupil progress meetings for all pupils that not only assess progress but also ensure that provision, curriculum, and intervention are appropriate, challenging and supportive. This will make full use of data collection and analysis from the initial assessment on entry into the schools through to an ongoing and detailed tracking and progress measures based on curriculum based targets. This will be part of a clear cycle of quality assurance and self-review agreed with Local governing body and the central ALT team. This will include regular feedback to Governors against agreed criteria and targets. We will also track attendance rigorously, using monitoring of registers, attendance and punctuality, stressing the importance of these aspects of commitment to education with pupils and parents/carers. Attendance will be scrutinised daily, weekly and half termly to ensure that we are on track to meet our targets and that it compares favourably with national and local averages. Careful records will also be kept of attendance at enrichment activities and these will be scrutinised with reference to such factors as gender, ethnicity, and special educational needs. Our overall approach of establishing good relationships with all parents/carers, especially hard to reach parents/carers, as soon as their children start school will be crucial in this respect. Parents/carers will have real time access to their child's achievement, attendance and behaviour records. There will be regular letters to parents/carers, updates to the website and social media such as texts, twitter, and YouTube, to share and celebrate successes. Pupils' attainment on entry as measured by teachers will be used by all teachers to inform lesson planning, and to frame high expectation targets for all pupils. Pupils'

D2 – measuring pupil performance effectively and setting challenging targets

progress will be closely monitored and intervention will be planned in response to regular checks on progress. In this way, we will identify underperforming pupils and groups of pupils at an early stage. Frequent formative assessment using the principles of Assessment for Learning (AfL) will take place with a comparison of outcomes against high expectation targets, in order to provide the necessary support as quickly and effectively as possible, using flexible short term interventions to ensure all groups and individuals stay on target.

Summative assessment will match the National Curriculum requirements with the programmes of study and will be benchmarked internally, regionally and nationally in pursuit of personal best performance for pupils, and in fostering a climate of continuous improvement in whole-school performance.

A full range of skills will be assessed regularly and monitored centrally. To do this, we will use various forms of assessment according to need, including teacher, peer and self-assessment as appropriate, and particularly to:

- monitor progress of pupils and groups of pupils
- inform teaching, including the planning of teaching and learning
- measure school performance against expectations including those of Ofsted
- establish and celebrate achievement
- provide opportunities for external verification.

Curriculum delivery will be regularly monitored, reviewed and evaluated in the light of best practice so that effective teaching and learning takes place, and so that pupils reach their highest levels of attainment. Pupils will sit applicable National Curriculum tests. Additional screening tests may be used to measure progress and identify specific learning issues presented by pupils.

As part of our approach to monitoring, evaluation and intervention, we will use our own self-evaluation form (SEF) using Ofsted gradings which will be validated by external support. Regular reviews of processes will also be conducted using such tools as external parent questionnaires and staff questionnaires. Regular pupil voice activities will be a crucial part of the quality assurance.

We will also use the following specific approaches to monitoring and evaluating the work of the school:

- Regular lesson observations, using the OfSTED inspection criteria and using external consultancy support for verification of school judgements.
- Peer observations involving teacher-teacher and SLT-teacher pairs, again using the OfSTED inspection criteria and external consultancy support
- Regular work scrutiny from work samples across all year and ability groups
- Data analysis from individual pupil to whole-school level, involving direct teacher accountability in the form of pupil progress meetings with individual teachers to evaluate the impact of their teaching
- Governor scrutiny of outcomes of monitoring work and assessment outcomes
- Pupil and parent voice opportunities as a way of providing feedback

D2 – measuring pupil performance effectively and setting challenging targets

- Community perception surveys as a way of providing feedback.

It is important that staff, leadership and Governors have an accurate knowledge of the school's strengths and weaknesses in all aspects of its provision. Gaps or weaknesses can then be addressed through focused action plans and progress assessed towards these plans.

To that end, information and data on pupils will be monitored by each individual teacher and analysed by SLT. Teachers will be able to access information through the MIS systems. Pupils from Year 3 upwards will be involved in knowing their age related expected attainment levels in reading writing and mathematics and all will be very clear about what targets they have, to move their learning to the next level. The progress measures will be shared with parents and carers and supported through transparent reporting and monitoring.

We will consider the full range of data available on pupils to track progress, exploring best practice approaches to tracking including a management information system which is suited to our needs and, in particular, can be used very effectively by members of staff to inform planning and teaching. The quality of the data is key, in the 'new world without levels' local networks and cross trust moderation is key to ensure the rigour and consistency in the judgements being made. The local networks of schools providing moderation and standardisation from EYFS through to KS2 is key to any planned intervention work.

We will have the highest expectations for all who work in both schools, particularly our pupils. Appropriate and challenging targets will be set for each pupil and these will be reviewed regularly. In the termly tracking of pupil progress and outcomes, we will use a range of qualitative and quantitative indicators that refer to individual, group, cohort and whole-school performance in both academic and non-academic terms (the latter including aspects of personal development), to ensure each pupil reaches his or her potential.

Therefore, our strategy for success will involve the key aspects of: developing and sustaining outstanding teaching, and securing the wellbeing and confidence of pupils so they attend well and are happy, safe and secure learners who increasingly understand what it takes to learn and succeed, and at all times want to learn.

Views of pupils (pupil voice from PHSE and circle time, pupil leaders, pupil voice week and school council), parents and the community will be sought to help inform actions and gauge the success of initiatives. This will allow for quick response to concerns that are raised. The process for dealing with such matters will be set out in our complaints policy and procedures.

<u>Whole school targets</u>

Both schools will set ambitious and realistic targets for pupil performance, behaviour and attendance, which are suitable to measure the delivery of each school's vision. Both schools will also establish a range of strategies to achieve the targets as detailed above.

<u>Improving the schools' performance</u>

This process will include reviewing success measures and targets regularly to improve the schools' performance. This will include benchmarking assessment data with other relevant schools. There will be a particular focus on measuring and

D2 – measuring pupil performance effectively and setting challenging targets

improving quality of teaching in the classroom. Both schools will use appropriate data to inform teaching and drive progression and attainment for all pupils. The Active Learning Trust curriculum model is supported by highly trained staff who are subject specialists together with local leadership models that can share experience of teaching pupils with special educational needs and those who are gifted and talented. Intervention support can then be shared across various schools in the Trust. For example, we will share the expertise in bespoke language support which is available at Hillside Primary School in Ipswich that has built up both coverage alongside cultural links, allowing for real integration and support both initially for pupils but also long term with parent groups.

Liaise with and report progress to parents/carers

We will value parents/carers and work in partnership with them to enrich the curriculum. Parents/ carers will be informed about the curriculum through letters, homework and learning opportunities with their child, and will be positively encouraged to become involved. As described above, parents/carers will be invited to give their views on the schools as part of our approaches to school improvement.

In order to inform teaching and drive progression and attainment for all pupils in both schools and improve the schools' performance, both schools will set ambitious and realistic targets for pupil performance, behaviour and attendance, which are suitable to measure the delivery of each school's vision. With specific regard to the actual whole school targets which will be set for each of the new schools, we will use the practices as set out by the Trust for all primary schools, including Chesterton Primary School. That is, we will set targets as follows:

- % of pupils will achieve a 'good level of development' or better during the EYFS
- % of pupils will achieve level 2 or above in English at the end of KS1
- % of pupils will achieve level 2 or above in mathematics at the end of KS1
- % of pupils will achieve Level 2 or above in both English and mathematics at the end of KS1
- % of pupils achieved the expected standard of phonic decoding in the Y1 test
- % of pupils will achieve Level 4 or above in English at the end of KS2
- % of pupils will achieve Level 4 or above in mathematics at the end of KS2
- % of pupils will achieve Level 4 or above in both English and mathematics at the end of KS2
- % or more of pupils will achieve Level 5 or above in both English and mathematics at the end of KS2
- % of pupils or more will achieve 2 sub levels of progress or more in English and mathematics over each school year
- Numbers of permanent and fixed term exclusions
- The attendance rate
- The persistent absences rate
- The unauthorised absence rate
- % or more of teachers rated as 'outstanding' using Ofsted inspection criteria across the whole range of teacher practices
- % or more of parents/carers will attend regular meetings at school.

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

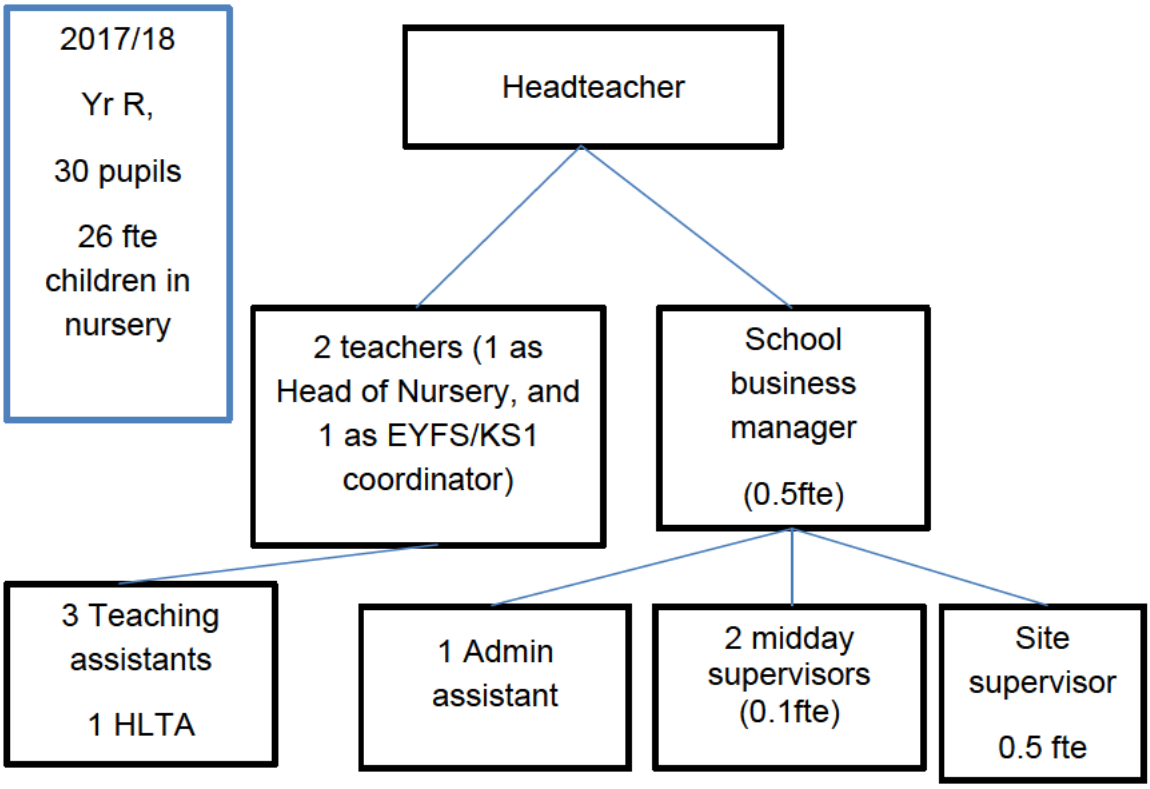
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

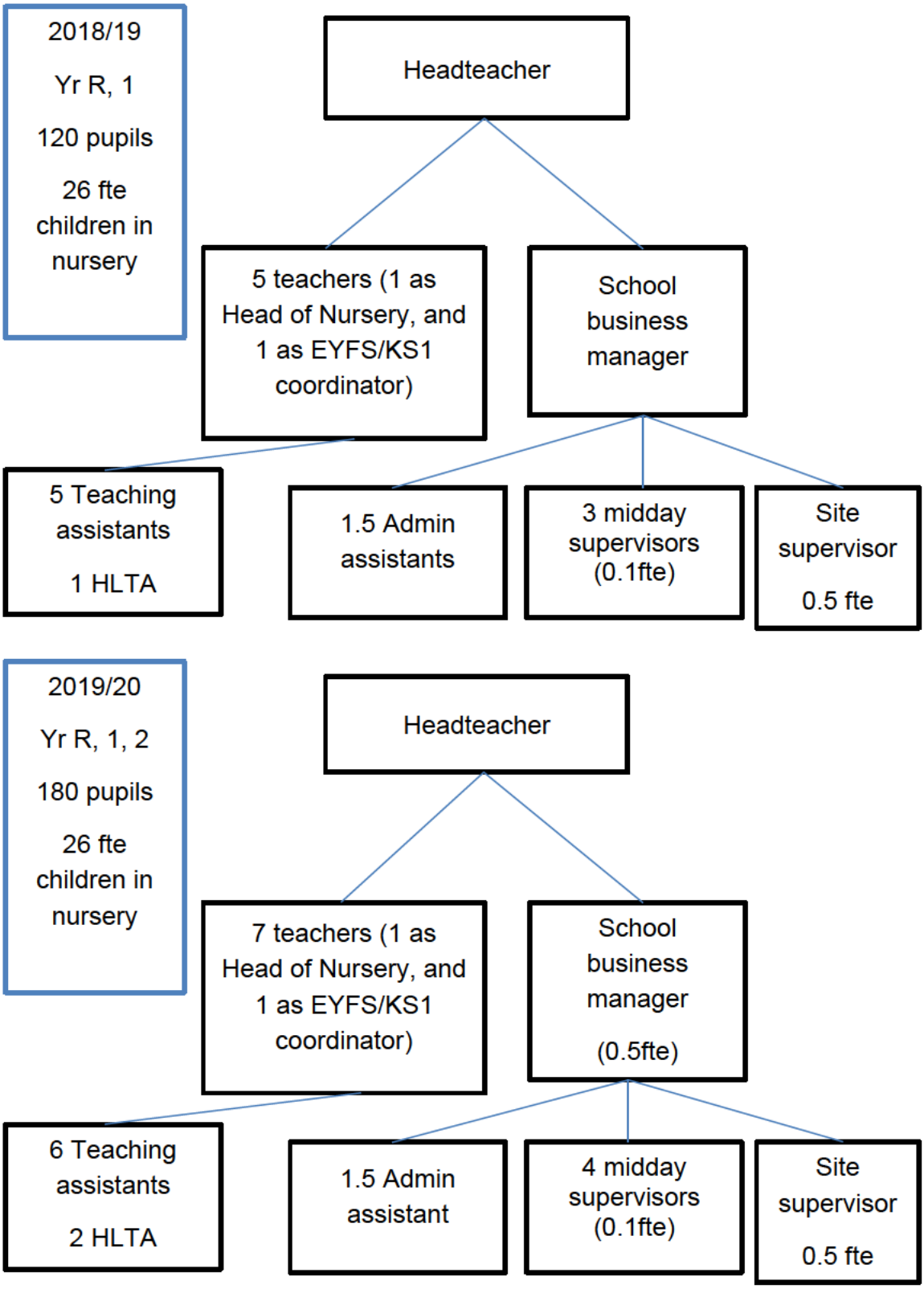
- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

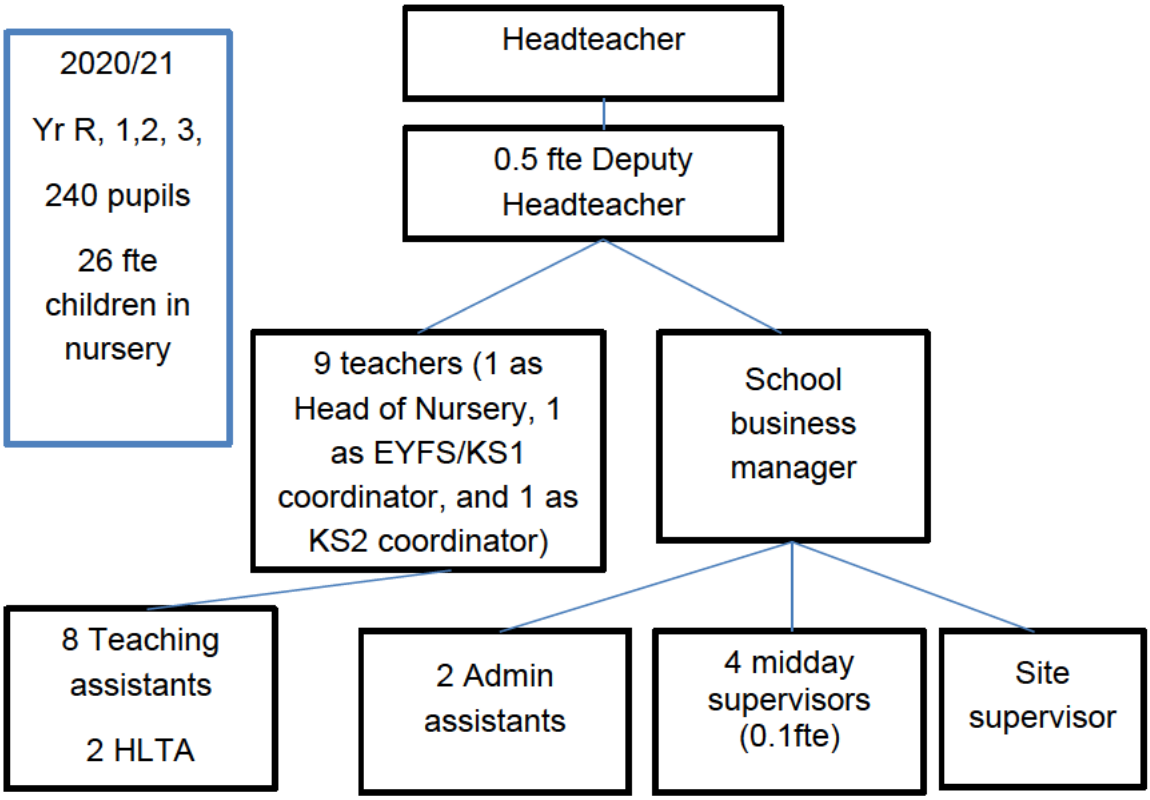
Please see the organograms for our proposed staffing structures up to and including the year in which the school will be full i.e. 2023/24. These are based on Chesterton Primary School. However, clearly, we will adjust the staffing structures for both schools to take account of the funding available and the needs of the pupils as we gain a better knowledge and understanding of these. This will be an ongoing process as the schools grows including, initially, during they schools' preopening periods.

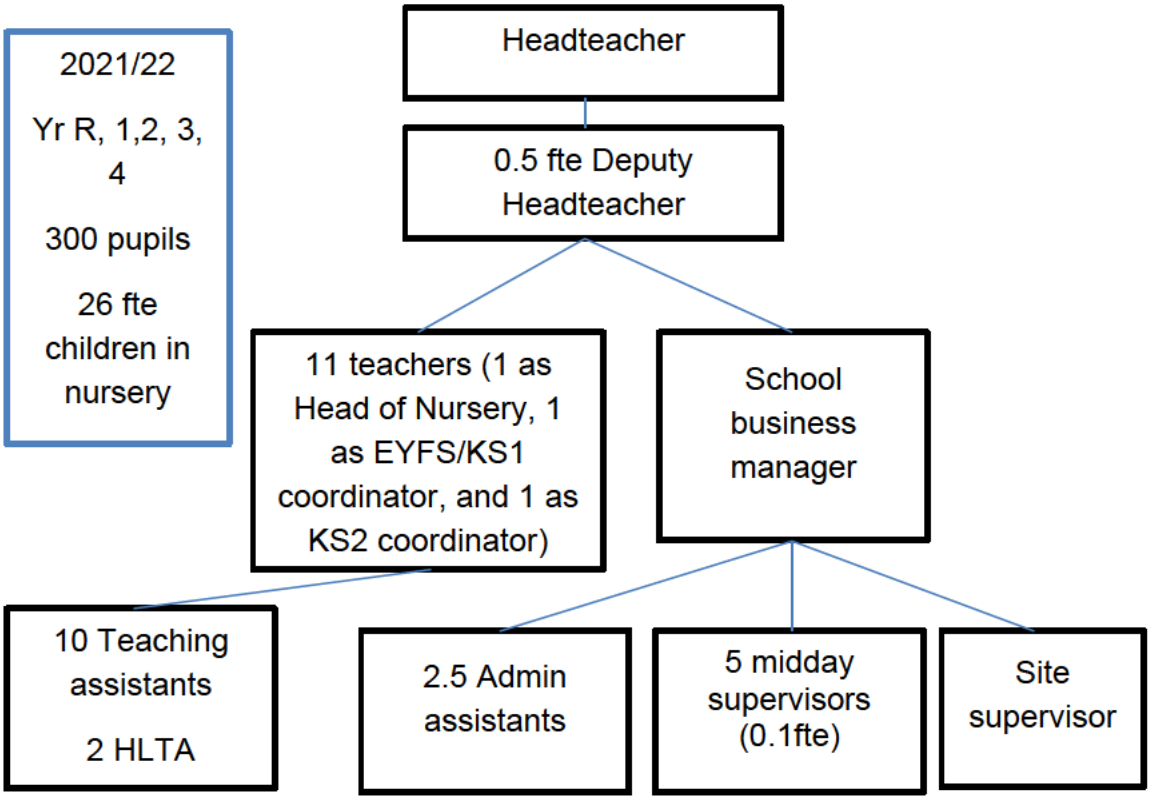


D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

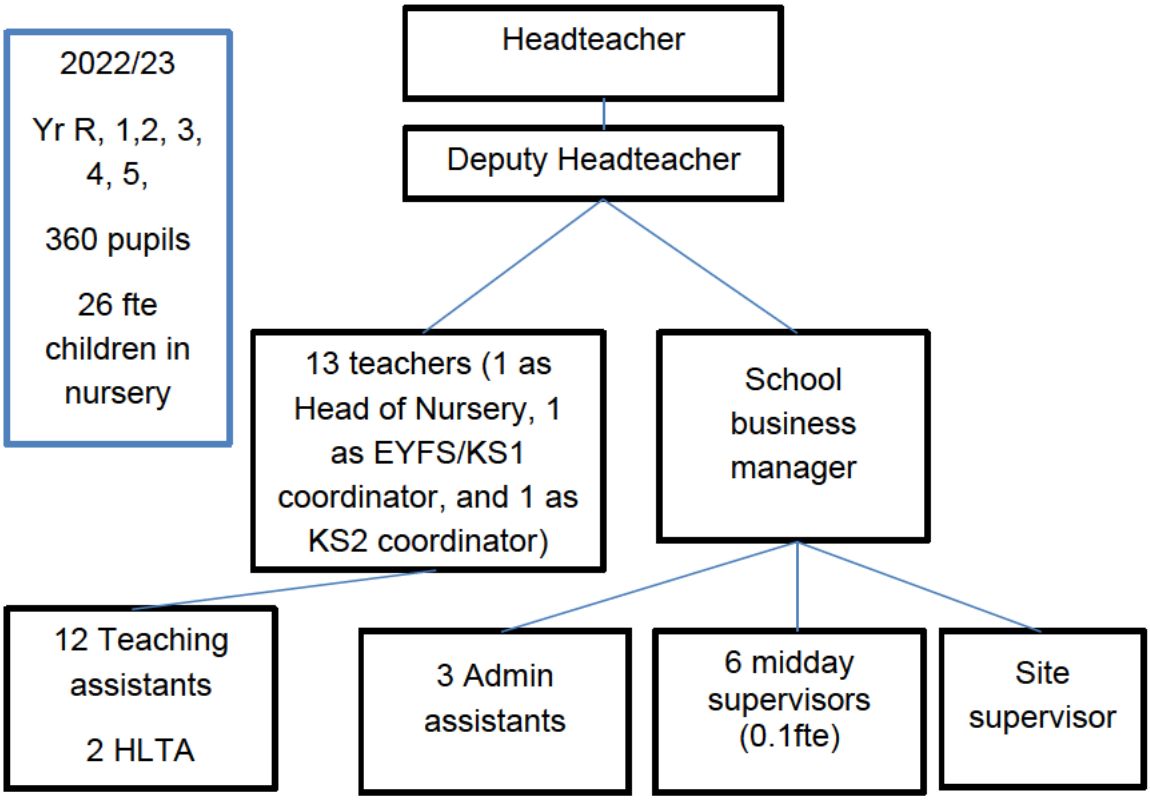


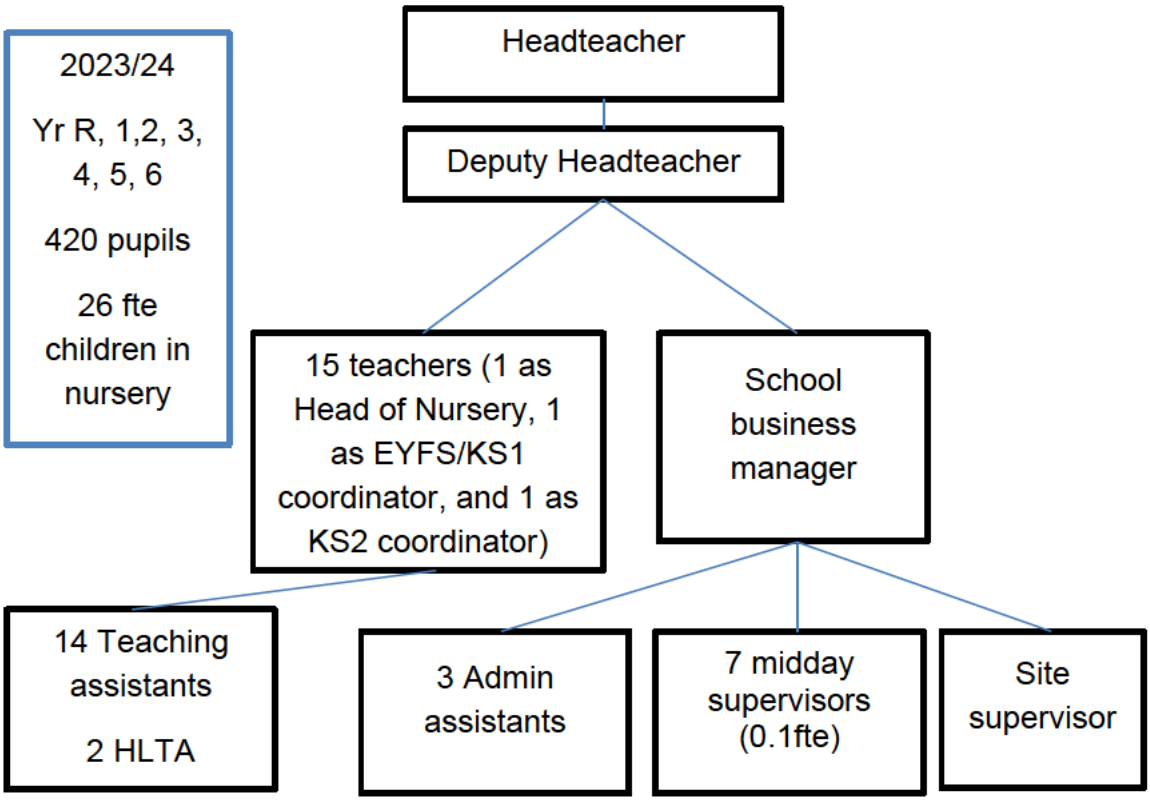
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels





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





D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
As you will see from the organograms, the basic staffing model allows for 1 teacher and one teaching assistant/HLTA per class of 30 pupils. We have also allowed for one qualified teacher for the nursery and then 2 full time teaching assistants. There will be opportunities for staff from our existing schools to use their expertise in the new schools. This is part of our model of school-to-school support and challenge across the Trust. For example, as described above, we will share the expertise in bespoke language support which is available at Hillside Primary School in Ipswich that has built up both coverage alongside cultural links, allowing for real integration and support both initially for pupils but also long term with parent groups. However, the use of staff in this way will not be the to augment the staffing complement in the new schools. Rather, it will be very much in an advisory capacity as part of it school-to-school support and challenge. This support and challenge across the Trust has been fully costed.

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
Both schools will be welcoming to pupils of all faiths/world views and none. In order to achieve this, we will put in place a curriculum in both schools which will provide pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions, and an appreciation of the diversity and richness of the cultures. As a Trust that understands the meaning of a diverse school, both schools will celebrate what makes each of us unique and special. This will help the schools to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the schools. We will comply fully with the requirements of the School Admissions Code. This will include offering every child who applies, whether of a faith/world view, or no faith/world view, a place at the school if there are places available. In our marketing activities, we will make all efforts to ensure that parents/carers and children of all faiths/world views are contacted and have opportunities to consider whether our schools are suitable. As can be seen in Section D1, especially the table which sets out the subjects which will be taught and the hours devoted to each subject, the curriculum in both schools will be broad and balanced and prepare pupils for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education. Specifically, in both schools the teaching of SMSC education will take the following format: **Spiritual Development** We will provide learning opportunities that will enable pupils to: • Sustain their self-esteem in their learning experience • Develop their capacity for critical and independent thought • Foster their emotional life and express their feelings • Experience moments of stillness and reflection • Discuss their beliefs, feelings, values and responses to personal experiences • Form and maintain worthwhile and satisfying relationships • Reflect on, consider and celebrate the wonders and mysteries of life Examples of how we will promote spiritual development:

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

- Planning activities and learning experiences for a variety of world celebrations, including Diwali, Chinese New Year, Christmas, and Easter
- Providing the pupils with real life experiences of different religions and cultures
- Using music and quiet time to encourage reflection at the end of the day and during assembly
- Circle time to encourage discussions about personal experiences and beliefs
- Using behaviour systems, rewards and celebration assemblies to develop self-esteem.

Moral Development

We will provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual; listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements.

Examples of how we will promote moral development in both schools:

- Have clear classroom rules decided upon together at the start of the school year
- Modelling effectively right and wrong behaviour, and discussing consequences of each
- Using stories and books to discuss various morals and 'right and wrongs
- Pupils take part in social stories groups to ensure that they have a good understanding of risk and dangers/right and wrong
- Using circle time to develop skills for listening and talking with each other and valuing each other's points of views.
  Allowing our pupils to embrace a wide range of learning behaviours

Social Development

We will promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity
- Begin to understand the need for social justice and a concern for the disadvantaged
- Learn to cope with different relationships with our peers
- develop confidence because their opinions are valued, providing pupils with opportunities to showcase their talents and skills

Examples of how we will promote moral development:

- Through assemblies and charity fundraisers, we will talk about and discuss people who are worse off than ourselves and how we can help them e.g. Children in Need events.
- Visits from our PCSOs and Police Officers to help us learn how our community is helped by various people.

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

- Using Social Stories and Time to Talk to help pupils cope with difficult relationships with their peers, or to develop skills to make new friends.

Cultural Development

We will promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- Recognise Christianity as a world-wide faith
- Develop an understanding of their social and cultural environment.

Examples of how we will promote moral development:

- Attending Christmas services at the local church
- Learning about different cultures and celebrate our pupils' home lives, so encouraging parents/carers to come into school and to share information with us
- Attending assemblies from the local religious leaders
- Taking part in plays and assemblies surrounding key events in the Christian calendar, e.g. Christmas Nativity Play and Easter
- Inviting Religious Leaders into school to help us celebrate our richly diverse school.

Across the whole life of both schools, there will be a requirement that:

- All curriculum areas have a contribution to make to the pupil's spiritual, moral, social and cultural development and opportunities for this are planned within the curriculum.
- All adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.
- Pupils learn to differentiate between right and wrong in as far as their actions affect other people; pupils will be encouraged to value themselves and others.
- We aim for all our pupils to understand the need for rules and the need to abide by rules for the good of everyone; school and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- Pupils are celebrated in our celebration assemblies for a wide range of achievements, and we place equal value and worth on all achievements.
- All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible, welcoming members of our diverse community to be part of the learning experience.

Personal, Social and Health Education (PSHE) will be taught in both schools. There will be learning opportunities that will enable pupils to be taught the knowledge, skills and understanding they need to take responsibility for themselves, show and offer respect to others and develop their confidence and self-awareness. This will enable pupils to be more informed when making decisions and more able to cope with the challenges life brings. In all matters, we will operate in a non-partisan manner in

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

terms of both teaching and learning materials and our approach to teaching and learning.

In both schools and linked to the Trust's vision and values, we believe our role is to support all of our pupils to become responsible, active citizens who will participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship will be at the heart of our schools' curricula which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. This will enable pupils to develop an understanding of themselves and others in the 'community of communities' in which they live.

There will be a particular emphasis on ensuring that all our pupils gain a thorough knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs so that pupils develop and demonstrate skills and attitudes that will enable them to participate fully in and contribute positively to life in modern Britain.

We will take on board fully the responsibilities as set out in 'The Prevent duty. Departmental advice for schools and childcare providers.' (DfE June 2015). We will provide training to all staff so they are able to identify young people who may be vulnerable to radicalisation, and know what to do when they are identified. We will see the protection of our pupils from the risk of radicalisation as part of our wider safeguarding duties.

In both schools we will establish safeguarding policies and practices which will have four elements:

1. **Prevention:** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos. For example, both schools will:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help;
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

2. **Procedures** for identifying and reporting cases, or suspected cases, of abuse. For example, both schools will:

- ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken the required training
- ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns

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

- ensure that the designated members of staff take advice from a child protection specialist when managing complex cases
- have a nominated governor for safeguarding and child protection who has undertaken appropriate training
- provide Child Protection training for all staff from the point of their induction which is updated regularly, every three years at a minimum,
- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children
- ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection.

3. **Supporting vulnerable children.** For example, both schools will support all pupils through:

- Curricular opportunities to encourage self-esteem and self-motivation
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- The school's Behaviour policy will support vulnerable pupils in the school.
- Liaison with other agencies which support the pupil
- A commitment to develop productive and supportive relationships with parents/carers
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection
- Monitoring and supporting pupils' welfare, keeping records and notifying the relevant agencies
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately.

4. **Preventing unsuitable people working with children.** Both schools will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2014) and the Local Authority's Safer Employment Policy.

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
Approach to confirming need for new schools The Trustees of Active Learning Trust take a pragmatic and prudent approach to strategic growth of the Trust. This expansion is based on a number of key principles: • **Ability to develop (or build) a working relationship with the Local Authority** • **Geographic fit with other schools in the Trust** • **Capacity of the Trust to develop excellent provision and maintain progress in current schools** • **The ability to serve an identified community need** Pertinent to this section of our application are the elements around our relationships with Suffolk and Cambridgeshire Local authorities and our position as current operator of schools in both authorities. As ALT runs schools in Cambridgeshire and Suffolk, we have an ongoing dialogue with colleagues at both Local Authorities. As such we are acutely aware of the growing pressure on school places in both areas as it is a regular topic of discussion in LA meetings. Furthermore, feedback from our Headteacher and parents on the ground confirmed that at a 'grass roots' level, parents were becoming increasingly worried about school places for their children. In line with our process for managing strategic growth, we formally contacted both local authorities to request meetings to discuss detailed requirements around place planning in the early years and primary phases. We also requested that both local

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

authorities confirm that there was indeed a need for the schools we were proposing and to focus our efforts in serving areas where needs was greatest.

Details of these engagements follow:

Ipswich

[redacted]

Chatteris

[redacted]

Having had the position of need confirmed by both local authorities, we then contacted the Regional Schools Commissioner to discuss our proposals and to seek validation of our belief that ALT has sufficient capacity and capability to successfully

E1 – provide valid evidence that there is a need for this school in the area	
deliver the two schools if approved. We were delighted that this was the case and a copy of [redacted] letter is included in the Annex. Concurrently with the above, we engaged with Senior Leadership teams within the Trust to inform them of our plans. We received support from them and were also informed that Suffolk County Council had written to all schools in the area explicitly outlining the need for a new school to serve Central Ipswich. From this point we began to engage with the local communities in relation to the schools while continuing to engage with both Local Authorities in relation to the schools and the potential siting of each.	
Please tick to confirm that you have provided evidence as annexes:	☒

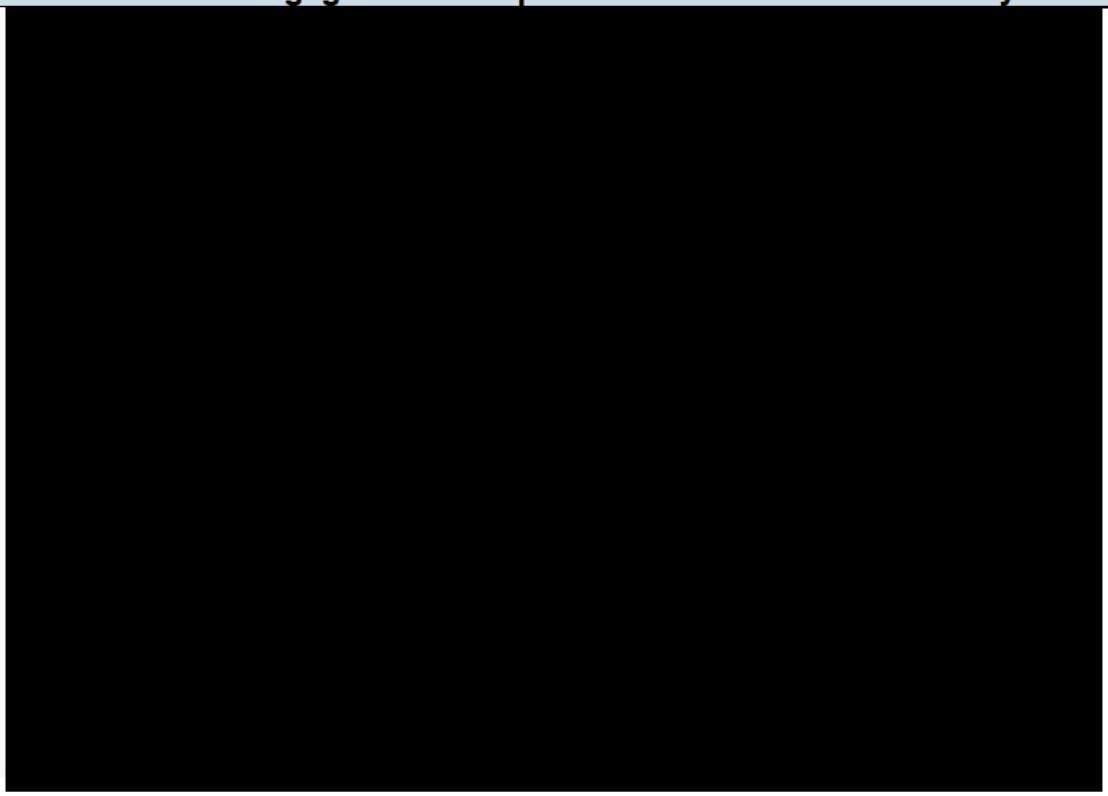
E2 – successful engagement with parents and the local community

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
Having already identified the appropriateness of the geography of the proposed schools and engaged and gained the support of the Local Authorities, we proceeded to engage at a local level with parents and the wider community. Having informed other schools it the Trust, we began to market the schools to the local community and prospective parents through a variety of means. Our tactics where the same for both areas but we sought to differentiate our messaging slightly to reflect the needs identified in each community. **Press release** We drafted and distributed a press release about our plans to local media and this was quickly picked up. Coverage was as expected from both areas recognising both the fact that we are 'local' providers and the general picture around free school proposals: **Examples of local press coverage**

E2 – successful engagement with parents and the local community



http://www.ipswichstar.co.uk/news/new_420_pupil_free_school_proposed_for_central_ipswich_1_4423772

http://www.cambstimes.co.uk/news/free_school_could_open_in_chatteris_by_september_2017_if_proposals_by_the_active_learning_trust_are_accepted_1_4427834

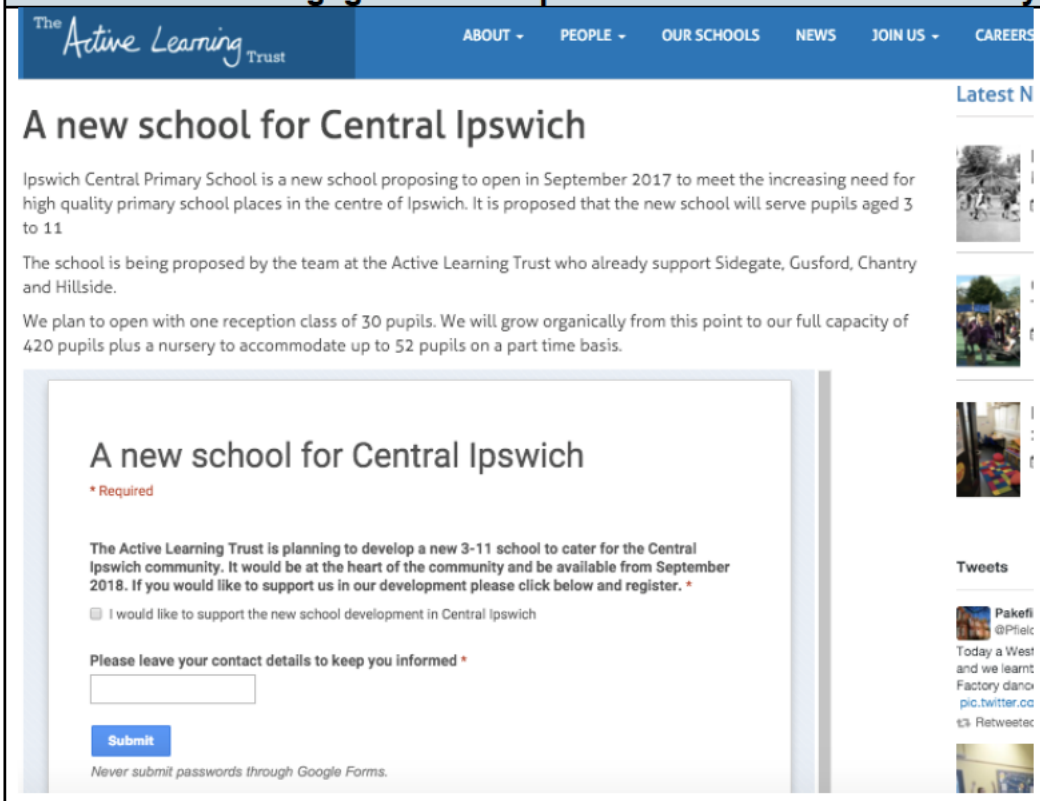
The press release led to an uptake in visits to the ALT website which was updated in readiness with details of the proposal and an opportunity to provide feedback. The web presence for each school was measured separately and during the short period from announcing our plans to the submission of this application, we have already received over 500 unique visitors to the page for Ipswich and over 1,000 for Chatteris.

Each webpage offered parent and opportunity to share their thoughts on our plans and we were pleased that from opening of the pages to time of writing, 100% of the comments and expressions of interest we received were positive and supportive.

The story was then picked up by other media outlets (such as the Fenland Times) that ran similar stories that were all broadly supportive of the plans based on the need for additional school places being public knowledge and the subject of some debate prior to our announcement.

Example of specific webpage

E2 – successful engagement with parents and the local community



Direct engagement with parents

Having identified the areas in which we wished to establish, we mapped the range of childcare and early years provision in the areas local to the two proposed schools. An information flyer was produced as we distributed these to all early years providers within a two mile radius of the likely sites for the schools. We recognised that our plans to provide nursery provision would mean that in some cases providers may be wary of the perceived threat of competition so were clear that our plans were based on an insufficiency of places.

We also mobilised the governors of our existing schools in the areas and asked the to distribute information for the schools and to act as 'ambassadors' for the Trust and its proposals. Finally, to ensure the widest coverage in the community as well as in the potential parent body, we distributed leaflets to local libraries, businesses including areas of high footfall such as shopping centres and doctors' surgeries.

Example promotional flyer

E2 – successful engagement with parents and the local community

The Active Learning Trust

A new 3-11 school for Chatteris from 2017

Chatteris Free Primary School is a new school proposing to open in September 2017 to meet the increasing need for high quality primary school places in the growing town of Chatteris. It is proposed that the new school will serve pupils ages 3-11.

The school is being proposed by the team at the Active Learning Trust who already support Kingsfield Primary in Chatteris.

We plan to open with one reception class of 30 pupils. We will grow organically from this point to our full capacity of 420 pupils plus a nursery to accomodate up to 52 pupils on a part time basis.

A school that will...

- Teach children a rigourous knowledge and skills based curriculum with outstanding outcomes for all
- Enable children to understand the skills and attributes needed to be a successful learner
- Promote a positive attitude towards learning so that children enjoy coming to school, and acquire a life long love of learning
- Enable children to be creative
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- Enable children to be passionate about what they believe in and to develop their own thinking
- Enable children to ask questions and take risks

We need your support to make this happen!
To find out more about our vision for the school and to register your interest and views on our proposals, please visit www.activelearningtrust.org/chatteris

E2 – successful engagement with parents and the local community

Social Media

From our current schools we recognised that social media was a key medium for parents. We ensure that our plans for each school were broadcast through our social media channels, including our local schools in each are. These engagements were linked back to the webpages for each school providing more traffic to our website.

Example of social media engagement

Ongoing engagement

Considering the timescales for our plans being validated by the LA and RSC, the likely timing of any decision in relation to them, we decided that the best approach around 'mass engagement' would be to hold community meetings in Chatteris and Ipswich subsequent to our application being made. These events are being planned now to be held in April once the next round of primary offers are made and to capitalise on the inevitable annual debate around provision in the areas.

Revisions to our plans based on feedback

No specific revisions have been made to our plans in relation the comments we have received back from the community and parents as all were fully supportive of what we intend to provide. However, we have addressed the pupil number build up to account for comments from Cambridgeshire in relation the initial cohort at Chatteris. We will continue to engage with both LAs and the community to ensure our plans remain relevant to the areas they seek to serve.

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)
Not applicable: we have included letter from the RSC in annex.					

[Add lines as appropriate]

F1 (a) Skills and experience of your team

We have received from our RSC a letter which confirms that we have the capacity for at least three free schools. Please see the annex for a copy of that letter.

[redacted] will be in charge during the preopening period. Please see the annex for his CV.

We have the required skills, experience, and expertise within the Trust to open the two schools which we are proposing. We therefore have no missing skills or experience, and have therefore not inserted any details in table F1(b).

We have set out the following timeline for the recruitment of a Headteacher Designate (but this is dependent on decisions as to whether a current ALT headteacher would be suitable as an executive Headteacher, building on our experience in Chesterton/Ely Primary schools).

- advertise in late November 2016
- with the aim then of recruiting a suitable candidate for her/him to take up post for the summer term of 2017
- and so be in post for one term before opening in September 2017.
- This timeline will enable the appointee to hand in her/his resignation before the end of May 2017 which will meet the appropriate resignation and serving of notice timelines
- If we are the not able to recruit a suitable candidate when we advertise in late November 2016, we can then advertise in January 2017 which will then still be in time for the appointee to hand in her/his resignation before the end of May 2017.
- In the very unlikely situation that we cannot recruit in good time for somebody to take up post in September 2017 when the school opens, we will explore the possibility of having in place an interim Headteacher.

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?** i.e. pre-opening team, trustees, local governing body	**How and when do you plan to fill the gap**

[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
Not applicable: we have included letter from the RSC in annex.

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
[redacted]

G1 – budget planning and affordability
[redacted]

G1 – budget planning and affordability
[redacted]

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

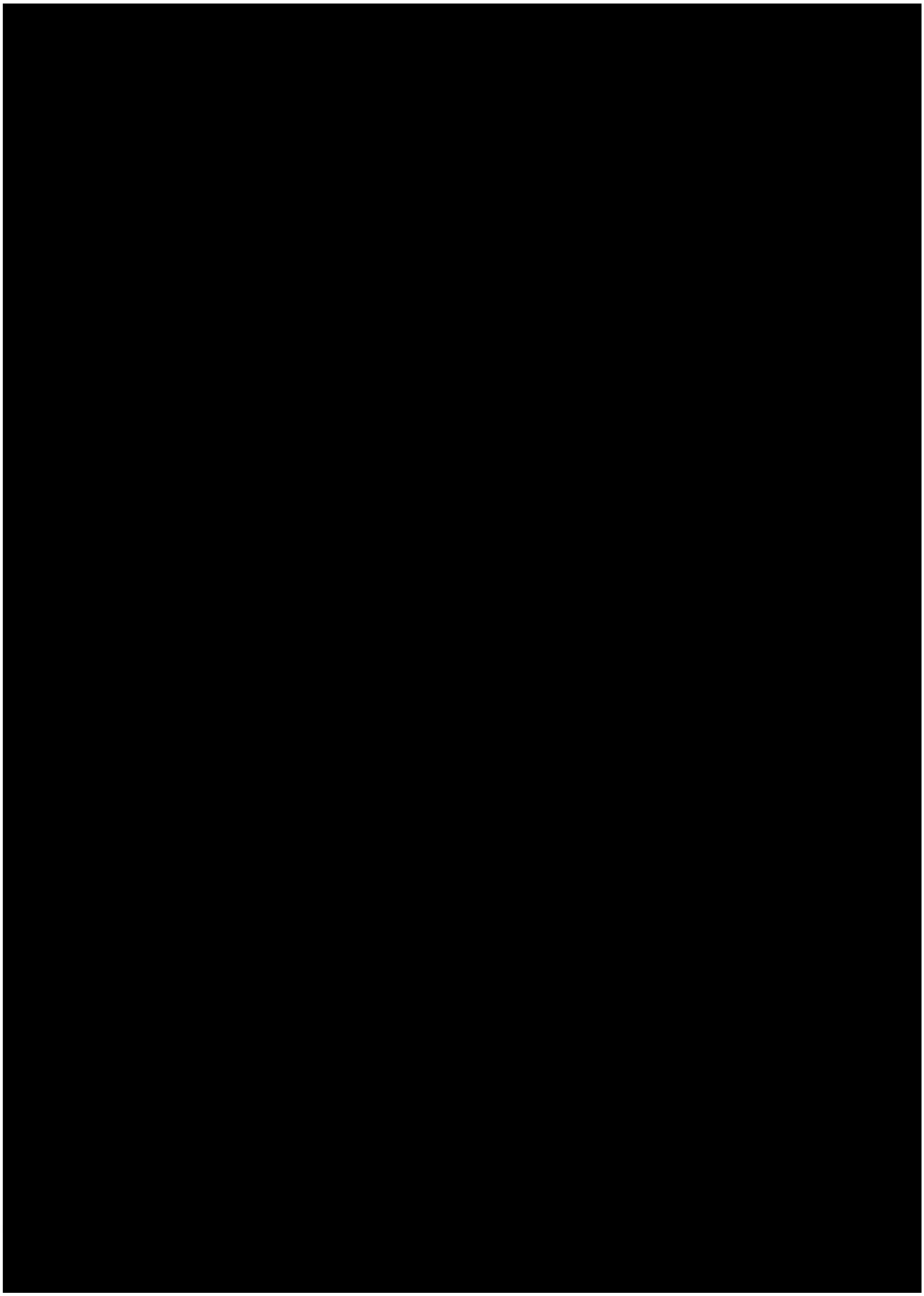
CV

[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	
[redacted]	[redacted]	

[redacted]

		[redacted]
[redacted]	[redacted]	
[redacted]	[redacted]	

Annexe: Letter from Regional Schools' Commissioner



Annex – promotional materials used for community engagement

Self-assessment form for independent schools

<table>
<tr><td>Name of school</td><td colspan="6"></td></tr>
<tr><td rowspan="2">Girls/Boys/ Co-educational</td><td rowspan="2"></td><td>% Special Educational Needs</td><td>% Free School Meals (or pupils on bursaries)</td><td>% English as an Additional Language</td><td>% Persistent Absence</td><td>% Attendance</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Name of principal</td><td></td><td colspan="5" rowspan="4">Additional information about the school
[Please provide details about your school’s site, physical environment and any finance issues, including any debt you may have.]</td></tr>
<tr><td>Chair of governors</td><td></td></tr>
<tr><td>Number of pupils currently on roll</td><td></td></tr>
<tr><td>Capacity</td><td></td></tr>
</table>

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]		

Quality of teaching in your school	[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]		

Behaviour and safety of pupils	[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. 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. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]		

Quality of leadership in, and management of, your school	[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. 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. 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. please delete this guidance before submitting this form]		

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.	[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]		
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.			

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
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. 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) Holding school leadership to account		
2. Structure of the board	Accountability system Structure of decision making		

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover		

Department for Education

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