



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

**MIDDLE WICHEL CE ACADEMY, SWINDON &  
EAST VILLAGE CE ACADEMY, SWINDON**

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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Submitting Section I**

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

## **Data protection**

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

## Application checklist

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

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

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

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

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



## Declaration

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

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

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

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

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

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

**Signed:**

**Position:** Member of company

**Print name:** [REDACTED]

**Date:** 1<sup>st</sup> March 2016

**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**

The Diocese of Bristol has 69 Church of England schools located in Bristol, South Gloucestershire, North Wiltshire and Swindon. Of the 67 Primaries, 18% are 'outstanding' and 69% are 'good' (latest Ofsted judgement). As part of this family of schools managed by the Diocesan Board of Education (DBE), the Diocese of Bristol Academies Trust (DBAT) was set up in June 2012 with one primary school to respond to a DBE school requiring a sponsor. Since then it has grown steadily and now has eight primary academies with a ninth new academy due to open in September 2016, a new secondary academy in September 2018 and an existing 'Good' school completing Due Diligence prior to conversion. Of the eight open primary schools, five are 'good' and three have not been inspected as DBAT schools; one because it is a new school, one formerly 'requires improvement' and one formerly 'special measures'.

This current application is to open two 2FE primary schools in Swindon to meet the need that will arise out of significant housing development in the south and east of the Borough. As it is now a Swindon Borough requirement, both academies will open with nursery provision, with which we have recent experience. As Swindon is part of the 30 hour pilot, the nursery provision for each academy will consist of 52 children aged 3 attending for 30 hours in two groups and 48 children aged 2 attending for 15 hours each in morning or afternoon sessions.

#### **The Diocese of Bristol Academy Trust (DBAT) Vision**

Imagine a family of diverse and outstanding Christian schools, each making a positive difference to the community it serves. This is our Diocesan vision for our schools. As part of our diocese, DBAT as a Multi Academy Trust within this group, aspires to be 'Authentically Christian: nurturing excellence and serving communities'. DBAT cherishes the concept of 'family'. While every family member is different and unique,

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

families of schools are stronger than individuals, sharing expertise, and collectively meeting pupils' needs. DBAT believe that all children and young people can achieve, succeed and thrive, and it is the job of all involved across the DBAT family to transform the educational landscape to ensure this happens in our academies.

In each academy the focus is on raising the aspirations and outcomes of all pupils by providing teaching and learning of outstanding quality. All our academies have a strong and distinctive Christian ethos underpinned by values which are nurtured and developed in the context of the school and wider community. See <http://dbat.org.uk/about-dbat/> for further detail of the DBAT mission, vision and values statement and the Headteacher statements below which show how the DBAT vision is personalised to an individual setting. DBAT schools are not, however, schools for members of the Church of England, but Christian schools that are inclusive; recognising, valuing and cherishing the unique potential of each individual child irrespective of their beliefs. There is a special focus on those who are disadvantaged or vulnerable in any way. Our academies play a full part in their local educational communities, working in partnership with existing schools and acting as a catalyst to raise standards for all children in the area, not only their own.

DBAT has grown steadily since its foundation. Its strategy is to continue this with a combination of new academies and conversions to increase by ten over the next two years. With new schools already due to open in 2016 and 2018 this bid would secure planned growth of new schools up to 2020 leaving capacity to take on conversions and further sponsored academies as required. Geographically, DBAT plans to develop four regional hubs in Bristol, South Gloucestershire, North Wiltshire and Swindon. This will ensure that the Trust does not become remote from its academies and promotes the growth of strong local partnerships. Currently there are two primary schools in the Bristol hub, four in North Wiltshire and two in Swindon. Success in this application would strengthen the hub in Swindon.

The Trust has developed an approach to opening new primary schools. This involves working in partnership with a neighbouring 'good' Church school with a proven track record of success. The headteacher of the existing school becomes either the Executive Principal of the new school or the Advisory Principal to it, using his or her experience to replicate their own school while adapting its good practice to meet the needs of the new community. Other specialist support comes from the teaching and administrative staff of the existing school as well as DBAT central services. This provides the headteacher and staff of the existing school with enhanced professional development opportunities in classroom practice, leadership and management, career development and a diversified curriculum offer to pupils.

The Executive Principal approach is being used very effectively by DBAT in Wiltshire where its new primary school, Ridgeway Farm opens as an extension of an existing

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

DBAT academy, Lydiard Millicent. This has given opportunities to increase cost effectiveness by sharing the cost of leadership and administration, as well as governance between the two schools. Where the partner primary is not a DBAT academy, but decides to join the Trust, then the two schools are governed by a single Local Board. In the case that the partner does not wish to convert they retain their own Governing Body and invoice the Trust for the time of headteacher and any other staff providing support. This model was successfully employed by DBAT with three small schools in North Wiltshire which were led by an Executive Principal for at least three years while two of them remained outside the Trust. The Advisory Principal approach was also used successfully in Swindon in 2014 when the headteacher of St Francis supported the opening of DBAT's new primary school Tadpole Farm. In this case there is no formal governance relationship between the partner school and the new one. DBAT makes a decision about which approach to use in consultation with the proposed partner school.

DBAT is aware that there is a time period between the application and the opening of the schools, and has other 'good' CE primary schools should the need to change the specific partnership arise due to extenuating circumstances.

### **Middle Wichel, Swindon**

This 2FE primary school is required to meet the basic need that will result from the upmarket development being undertaken at Wichelstowe by a Joint Venture Company formed by Swindon Council and Barratt Homes. DBAT has won approval to open a new CE secondary free school on the development in 2018. The primary school will be located adjacent to the secondary. A successful bid will enable the Trust to achieve significant economies of scale between the two schools and for the primary pupils to benefit from the secondary school's facilities. The neighbouring completed development of East Wichel is served by a 1.5 FE primary school rising to 2FE. The nearest church school is King William Street CE Primary in the centre of Swindon. As the development is relatively remote from existing primary schools in which there is little spare capacity, Swindon Borough Council have planned to meet the needs through two new 2FE primary schools, one at Middle Wichel and one at West Wichel. The new school will therefore increase parental choice for the parents of East Wichel as well as meeting the basic need from the new development. At least 15% of the development is allocated to social and affordable housing. As the development is at a very early stage it is difficult to tell what the final figure will be. Given the Company's aspirations to create more upmarket housing than in other developments in the Borough it is unlikely that there will be an exceptionally high percentage of children entitled to FSM although the school will also draw from other areas.

The partner school is St Mary's CE Primary School, Purton and situated 5.5 miles

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

away. This is a 2 FE school with 357 on roll currently. It was judged 'good' in its last Ofsted inspection in 2013. It currently has 15.8% of pupils in receipt of FSM, 0.3% with an EHC Plan and 3.8% EAL pupils. The headteacher, [REDACTED], has been in post for two years, having been acting [REDACTED] and [REDACTED] at the school for six years. [REDACTED] gained valuable experience as [REDACTED], leading with the headteacher the complete building of the new St Mary's school premises which replaced the outdated Victorian building.

### **The Vision for Middle Wichel CE Primary Academy – Learning Together**

The essence of St Mary's Purton is 'Learning Together'.

The Headteacher writes, 'When you enter the school, you will see that we are 'Learning Together' in faith, love and friendship. That is what we will create at Middle Wichel. We will create a team of highly motivated and dedicated adults to ensure that children and their families aspire to achieve their full potential in heart, body, mind and spirit. As at St Mary's, continuing professional development will be at the heart of ensuring strong teaching and learning. All children will be valued for their uniqueness and the strong pastoral support will enable all children to develop the self-esteem and skills they will need to be successful in life; playing together and working together. We have a team of Advocates at St Mary's who work with our vulnerable children and their families and we will replicate this at Middle Wichel.

The support, challenge and determination to achieve exceptional outcomes for all within our school community will be fostered by all stakeholders. Adults, children and families will all be supported to achieve and thrive. We will grow children who are inclusive, tolerant and most importantly enthusiastic about life itself. They will be set superb examples of this by the adults around them and nurtured by the caring members of the school community.

Our strong teaching of Christian and British Values is the core of St Mary's and this ethos will be the same at Middle Wichel. The children will be enabled to learn and grow successfully into responsible citizens. A diverse and creative curriculum will enable children to fulfil their potential through engagement and motivation, where learning is rooted in experience. A recent 'Challenge Partners' review of St Mary's highlighted our curriculum as 'excellent, exciting, engaging and based in rich experiences for the children'. We are excited to implement this at Middle Wichel too. We will create a safe environment where learning to excel is both challenging and nurturing. It will be an engaging, stimulating, bright and purposefully busy environment, where young minds can absorb learning and value all that is exceptional about the pursuit of excellence.

As a new school wishing to be at the heart of a new community, Middle Wichel will offer nursery provision for children age 2 and 3. St Mary's does not currently have nursery

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

provision but we are intending to establish it in the next two years which will provide the experience to set it up at Middle Wichel.

St Mary's was built in 2012 and we have the experience of creating a stimulating and innovative environment within a new building. We believe that strong supportive relationships throughout the school and local community, where everyone is included and valued, is at the heart of creating a nation rooted in love, respect and tolerance for all. Learning Together – A life long journey of discovery and fulfilment.'

### **East Village, Swindon**

This school is required because of the major new East Village, Commonhead and Kingsdown developments where there will be a total of 10,680 houses. Swindon Borough Council plans to meet this need with the construction of four to five new 2FE primary schools of which East village will be the first. There will be between 15 and 30% affordable housing with an outline allocation at this stage of 30%.

The partner school is St Francis CE Primary School is situated about 8 miles from the development. This is a 2 FE school with 466 on roll currently. It was judged 'outstanding' in its last Ofsted inspection in 2012. It currently has 13% FSM, 6% EAL and 17% with an EHC Plan. [REDACTED] has been [REDACTED] since January 2012. This is [REDACTED] second [REDACTED] having led [REDACTED] previous, [REDACTED] from 'Good' to 'Outstanding'. [REDACTED] has also had the experience of successfully providing support in the opening of a new primary school having acted as [REDACTED] [REDACTED] to Tadpole Farm CE Academy in 2014. This school is now open and oversubscribed having moved into its new buildings in July 2015.

### **The vision for East Village CE Primary Academy**

The vision for the East Village CE Primary will be to mirror that of St Francis School: 'where God's gifts begin their journey to gain, attain and grow into lifelong learners'.

The Headteacher writes, 'As we strive to show in all we do at St Francis, Middle Wichel will be a school where all children will be seen as a gift from God. Each child will be valued as special and will be allowed to develop and grow in a nurturing environment, secure in the knowledge that they are cherished.

All children will leave the school with special memories, having achieved personal success, whilst being equipped to take their next steps in their journey of life.

Our Christian beliefs and values will inform everything we do and achieve. Within an

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

ethos of trust, we will encourage children to reflect on their own values and faith in a supportive environment.

We will provide a team of committed, high quality staff to challenge all children to reach their full potential, spiritually, intellectually, physically, creatively and socially. We will develop relationships where we respect one another's beliefs, differences and ways of life, recognising each other as unique individuals. We will provide the support to enable all children to develop high self-esteem and encourage independence.

At St Francis, we offer a balanced, stimulating and creative curriculum making learning an enjoyable experience for all. This curriculum will be contextualised for East Swindon in order that it will engage children and enable them to take a responsible part in their own learning and become self-motivated to attain their goals.

The new community will be a welcoming community for all, where families are encouraged to participate in their children's education and in school activities that will support the building of a strong community across all age groups.

As a new school wishing to be at the heart of a new community, East Village will offer nursery provision for children age 2 and 3. St Francis already offers nursery provision for 15 hours a week which gives it the experience to replicate it at East Village.



## 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.

### Middle Wichel

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
	St Mary's	Exact growth rate will be linked to housebuilding. The assumption is that the school will begin with 1 FE but as that moves up through the school it will expand to 2FE						
Reception	60	30	60	60	60	60	60	60
Year 1	50		35	60	60	60	60	60
Year 2	38			40	60	60	60	60
Year 3	52				45	60	60	60
Year 4	55					50	60	60
Year 5	50						55	60
Year 6	46							60
Totals	351	30	95	160	225	290	355	420

## East Village

	Current number of pupils (if applicable)	2020	2021	2022	2023	2024	2025	2026
	St Francis	Exact growth rate will be linked to housebuilding. The assumption is that the school will begin with 1FE but as that moves up through the school it will expand to 2FE						
Reception	60	30	60	60	60	60	60	60
Year 1	62		35	60	60	60	60	60
Year 2	61			40	60	60	60	60
Year 3	60				45	60	60	60
Year 4	60					50	60	60
Year 5	57						55	60
Year 6	60							60
Totals	420	30	95	160	225	290	355	420

## Section D – education plan: part 2

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

### Middle Wichel

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	Mandatory	Specific spelling, punctuation and grammar teaching is embed into daily lessons. Additional teaching of Phonics/ Spelling (20 mins daily); Handwriting (10 mins daily) and Reading Comprehension (30 mins) is taught so that skills are embedded throughout all subjects.
Mathematics	5	Mandatory	
History/Geography	2	Mandatory	These alternate termly
Science	2	Mandatory	
Computing	1	Mandatory	There is computing involved in all other subjects in addition to this specific teaching hour
RE	1	Mandatory	
PE	2	Mandatory	In addition to the school's use of the sports premium (see school website)
Music	½	Mandatory	
Art/DT	1	Mandatory	This increases depending on the theme for each term
PSHE	30 mins		

Detailed plans of the allocation of time at St Francis is found in Annexes B2 to B7.

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**

**The DBAT Vision: Authentically Christian: nurturing excellence and serving communities**

DBAT is excited to bid for two new academies to join the DBAT family of schools and aspire that both will be delivering 'outstanding' practice and provision from their first day, regardless of any inspection timetable.

*'The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.'* (Ofsted handbook, p.38 Aug 2015)

Due to the strong vision and values statement held and lived out in DBAT academies, there are many characteristics to the schools which will be held in common and respond to the demographic of the local communities as they grow. This section provides, firstly, details of the two partner schools and explains how their current curriculum will need to be adapted to the context of each new school. Secondly, detail is given on the similarities based on current practice in the partner schools and the central capacity that DBAT is able to contribute to support and challenge the design and delivery of a broad and balanced curriculum. Further detail can be found at each school website, at [www.st-marys-purton.wilts.sch.uk](http://www.st-marys-purton.wilts.sch.uk) and [www.stfrancis.swindon.sch.uk](http://www.stfrancis.swindon.sch.uk)

All DBE schools strive to provide 'a highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences' in all their academies. (Ofsted Handbook P.42) The following provides further detail of how this will be assured.

**Middle Wichel**

The 'creative curriculum' to be embedded ensures all subjects are taught within a theme and based on children having a diverse range of practical and meaningful experiences which deepen their ability to think, feel and communicate their new understandings. Considerable time will be spent ensuring that the curriculum is consistently exciting, challenging and complies with the 2014 National Curriculum. A detailed plan of the current curriculum at St Mary's Purton on which Middle Wichel will be based is included as Annexe B. Breadth and balance is assured with subject

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

weighting changing according to theme. Teachers have freedom to amend their timetables to take into account the specific needs and focus of each theme and needs of their pupils. English, Mathematics, Science, RE and PE do not have less than the allocated times above but sometimes may have more of a focus, particularly if the theme is Science. There may be more focus on some subjects within certain themes for example Art/DT or computing. For the remainder of the school day, hours can be used at the teacher's discretion to support learning in the best ways for their class. This is a detailed example of the way the curriculum is built around themes. A similar detailed curriculum plan will be developed for Middle Wichel to replicate the good practice at St Mary's. This was highlighted at a 'Challenge Partners' review in February 2016 as being 'excellent, exciting, engaging and based on rich experiences for the children'. The specific curriculum plan will be adapted to meet the different context of Middle Wichel as a school at the centre of a new and growing community rather than an established one and its proximity to the spur of the Canal with the opportunities that this will provide.

At St Mary's the importance of writing across the curriculum is a high priority and as such the children have one book into which they record their work. This enables the children to place the same emphasis on the conventions of English across all written work and not just during their English lessons. St Mary's has an excellent track record in the teaching of phonics and results show that this is embedded in practice. We will replicate this at Middle Wichel.

As house building has not yet begun at Middle Wichel, information about the nature of the new community is sparse. Affordable housing has been set at 15% which is the minimum and may rise. The aspiration of the JVC is to create an upmarket community clustered around high quality facilities as indicated by the large Waitrose store which with the primary and secondary schools will be right at its centre. It is likely, therefore that Middle Wichel will serve a community of a similar nature to that of St Mary's Purton.

St Mary's already operates a comprehensive programme to support individual learners which will be replicated at Middle Wichel. Able, Gifted and Talented (AGT) pupils receive additional in-class attention. In addition there is a programme of extra-curricular activities including work with the local secondary school and sports coaches. As Middle Wichel will be opposite DBAT's new secondary school a programme of close cooperation will be developed between them. Advocates work with FSM pupils providing support with reading, numeracy and learning in general as well as social support with activities like swimming. The SENCO runs a Rainbow Club as a nurture group as well as providing targeted support for those with particular learning needs. EAL pupils receive support through an interpreter who helps staff by providing translations and vocabulary and may also receive support from Advocates. These strategies have been highly effective with for example disadvantaged pupils being the

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

best performing in the school. These strategies will be replicated in the new school.

The EYFS provision will consist of 48 part time places for 2 year-olds, 15 hours a week morning or afternoon sessions in 1 classroom (ratio of 1:4) and 52 full time places for 3 year-olds, 30 hours a week in 2 classrooms. This will be staffed with 3 QTS teachers, 3 nursery nurses and 6 TAs. St Mary's does not currently have nursery provision but will be developing it in the next two years. This will provide the experience to replicate it at Middle Wichel. The new school will follow the guidance in profiling children and working through the framework to develop readiness for school. This will be done in close liaison with the Reception teachers.

St Mary's already runs a full programme of extra-curricular activities including the use of sports coaches, a Mindfulness programme, whole year group learning of a musical instrument, subsidised music tuition for disadvantaged pupils, a programme of activities supported by the secondary school e.g. in maths and a Year 6 residential trip. These would all be replicated at Middle Wichel.

St Mary's already operates a thorough and effective Year 6/Year 7 transition programme with Bradon Forest, the co-located secondary school, giving particular support to vulnerable children. It will use this experience to develop a similar programme with DBAT's new secondary school which will be situated opposite to it.

### **The School Day St Mary's Purton/ Middle Wichel**

Wrap around care available

**8.50** *'Be in Line by Ten to Nine'*. Pupils to be standing in their class line in playground, and teacher takes class into school. (An alternate arrangement may be appropriate at Middle Wichel depending on build, but it must be an opportunity for pupils to take responsibility for being ready to learn at the right time).

**9.00** Registration complete; learning time

**10.30** Morning Break: 15 mins but with varied start time.

**12.05** Lunch break; extra curricular provision

**1:05** Afternoon lessons start

**3.15** End of School Day; extra curricular provision and wrap around care

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

### **East Village**

In 2014 the curriculum at St Francis was adapted to reflect the New National Curriculum and the present needs of the school. A detailed plan of the current curriculum at St Francis on which East Village will be based is included as Annexe B.

The curriculum is based upon themes and where possible skills from different curriculum areas are linked, allowing the teacher extensive professional judgement to make links and deepen conceptual understanding.

The Maths curriculum follows the principles of Maths Mastery. Staff have been well trained to deliver this new approach and the impact has been demonstrated in the school's performance, therefore it will be adopted at East Village.

The English curriculum is currently being adapted to further reflect the New Curriculum and the new end of Key Stage expectations.

House building has not yet begun in the new development so detail about the demographic make-up of the new community is sparse. Affordable housing has been set at the maximum of 30% which suggests that there will be a high proportion of children in the new community entitled to FSM.

St Francis' approach to be replicated at East Village is to treat each pupils as an individual with unique needs but to highlight those who will need particular additional in-class support for whatever reason. For AGT there is also an additional programme of activities such as debating and participating in national general knowledge quizzes. St Francis has a high proportion of SEND pupils and significant experience in supporting them. Their approach is outlined in their SEND guidebook for parents posted on their website. FSM pupils are identified and given support through the Pupil Premium programme. They are a number of EAL pupils but they all come having leant English. If East village has a number of EAL pupils with no English then it will use the successful approach developed at St Mary's to provide support.

St Francis already operates a nursery for 15 hours a week and therefore has the experience of working with the EYFS framework to profile children and develop their readiness for school. It has built a strong relationship between the nursery and Reception which it will be able to replicate in the new school. EYFS provision at East Village will consist of 48 part time places for 2 year-olds, 15 hours a week morning or afternoon sessions in 1 classroom (ratio of 1:4) and 52 full time places for 3 year-olds, 30 hours a week in 2 classrooms. This will be staffed with 3 QTS teachers, 3 nursery nurses, and 6 TAs.

St Francis operates a wide range of extra curricular activities including residential trips in years 5 and 6 and a full range of clubs that includes, homework, fencing, drum, cello, netball, hockey newspaper etc. The complete range can be seen on their website.

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

St Francis feeds into Isambard Secondary School and a number of other schools including Bradon Forest. It has established comprehensive transition programmes with most schools including exchange days that supports all learners especially their high proportion of SEND pupils. This will give them the experience to establish a programme with the secondary school to be built on the East Village as well as with DBAT's new secondary school at Wichelstowe, which will be the only CE secondary in the Borough.

### **The school day St Francis /East Village**

Wrap around care before school

8:40 School gate opens

8:47 School bell rings

8:55 Register and learning time

10:30 Break time

10:45 Session 2 learning time

12:00 EYFS lunch begins

12:15 KS1 Lunch begins; extra curricular provision

12:25 KS2 Lunch begins

1:15 Session 3 begins

3:15 End of school day; extra curricular provision and wrap around care

### **The following sections refer to both school partnerships:**

#### **Safeguarding and Child Protection**

Safeguarding is taken very seriously at St Mary's and St Francis. Learning for pupils is embedded into the taught curriculum, including regular e-safety and digital literacy modules. The new schools will open with equally robust arrangements.

#### **Innovation and technology**

Both schools recognise that the new Computing curriculum they intend to implement and digital literacy in all areas is highly aspirational. The new builds provide marvellous opportunities through out the curriculum for technology to play a key part in learning, spiritual, moral, social and cultural development and international understanding. Both



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

St Mary's and St Francis schools are relatively recent builds with staff who have experience of developing a new IT system from scratch. DBAT has very recent experience of procurement of IT services for two new primary schools that are now at the cutting edge of IT provision for classroom learning, community use and leading IT training, with systems future-proofed as far as is possible.

### **Learning across the whole school site**

Learning outside the classroom will be particularly important in all year groups in both academies with all subjects being delivered indoors and out and the benefits of the new environment a key consideration for the adaptation of the current curriculum (see school curriculum maps in Appendix). Pupils will be taught the principles of sustainable living for their wellbeing and economic success. We will ensure that BREEAM requirements are met and look forward to supporting families and pupils to ensure that the School Travel Plan is a success.

### **The DBAT strapline: Serving Community**

DBAT is committed to building social cohesion, listening to the voices of the local community and ensuring that the changing demographics of the local area are taken into account in the planning of the curriculum. Residents and parents will be consulted about their new school. DBAT recognises the strengths in the existing curricula and day to day school processes in place at St Mary's and St Francis but acknowledges the importance of making these appropriate for the new communities and the importance of making this a key part of the new senior leaders' job descriptions and appraisal arrangements.

Written in to the formal and extra-curricular curriculum will be an explicit investment of time from staff and pupils into community building activities. These may include taking a lead on school and community events e.g. fetes, fun days, picnics; an active PTA; wrap around care morning and after school; parent support groups; joint charity projects; frequent school premises and outside space lettings and building networks with local schools. Building awareness of the need to be a sustainable community means, for example, the ongoing BREEAM sustainability commitments and School Travel Plans will be taken seriously. As the children develop their environmental awareness they will be involved in designing improvements and additional extras to their school. Outside quiet gardens and reflective spaces will be built to encourage pupils to enjoy their environment, find quieter spaces in a busy day and promote their understanding of their part in preserving their world. School councils will give responsibility to the pupils for leading in many of these initiatives.

### **It's not only the content of the curriculum that makes the difference; it's how well it is delivered**

While regular opportunities for joint working between pupils at the two schools will be organised, CPD will also be planned to enable the new school staff to share with their

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

partner school best practice in teaching, develop specialisms, monitoring and evaluation and, peer review and appraisal, action research projects for joint practice development and innovation, leadership development at all levels and training sessions for parents in curricular methodology (for example Mathematics Mastery approaches).

### **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**

The culture of high expectations in pupil performance and learning behaviours enables pupils to learn effectively. In all DBAT schools there are robust systems to monitor individual pupil and cohort achievement and progress in order that next steps in learning are matched to pupils and demanding content and skill development is provided.

Children’s achievement and progress is monitored and assessed in a number of ways (see proforma in Annexes C1, C2, C3 and C4). These have worked very effectively in both settings and so will be replicated at the respective new academies.

1. In all year groups, children are assessed throughout lessons as part of the school Assessment for Learning policies. Teaching is adjusted accordingly throughout each lesson taught and appropriate ‘catch up’ strategies and interventions are used immediately to enable those who have not understood key concepts or content to keep up.
2. In the EYFS, after baseline assessment, statutory Early Years assessments use the Early Learning Goals, and bespoke in-school assessment on a daily basis contributes to accurate summative assessment that is discussed with parents regularly. For example, St Mary’s uses ‘Early Excellence’ to baseline and an online learning journal.
3. In Years 1-6, children’s work/activity is assessed and scored against standardised criteria designed for each school’s tracking system. Every

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

objective taught is assessed in this way and these are then used at the end of each term to make a descriptor judgement about that child's ability in each subject, suitable for reporting at national level as 'Working Towards', 'Working at Expected Level' and 'Working at Greater Depth'.

At St Mary's, the tracking system enables teachers to add an assessment descriptor at the end of each term. The materials used by both schools follow the current National Curriculum. This is a system using the ARE points against the subject material the child has covered in each year group. Scores are allocated as shown, to enable a finer level of detail to be collected on progress. Exceeding = 4; Excelling = 3; Expected = 2; Developing = 1; Emerging = 0

At St Francis, learning ladders have been devised, which lay out the relevant learning objectives for each year group and the skill development.

Both individual tracking systems allow senior staff to monitor progress within and across descriptors. St Francis has also begun using the end of Key Stage expectation to monitor progress towards KS2, which is particularly helpful for gaps analysis and deepening the understanding of AGT pupils.

Analysis of the tracking is completed and this shows year group averages for children working at Age Related Expectations. This analysis looks at different groups (vulnerable, gender etc.) to track and accelerate progress where necessary.

4. At St Mary's, the data analysis is put onto a 'Journey of a Child' report. At St Francis, the learning ladders show this journey. These ensure that individual and groups of children are making expected or better progress. If they are not, appropriate intervention action is taken at pupil level and, as necessary, through staff development.
5. All interventions are monitored against rigorous success criteria in strict time bound blocks by the SENCO/Inclusion Leader through the Provision Maps. Impact is measured and further intervention planned if necessary or intervention stopped if progress has risen to the expected level.
6. To ensure coverage and to support assessment, Mathematics Objects Coverage and Assessment sheets are used at St Mary's to track attainment and ensure that all objectives have been taught. St Francis have carried out a similar curriculum coverage exercise.
7. Class teachers and the SENCO/ Inclusion leader meet at least three times a year with the Assessment leader in each school to ensure progress, expectations and any support is tightly focussed.
8. Teachers may use some test materials (standardised where possible) including

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

new published curriculum materials (these are being used with caution due to the new expectations) to confirm teacher assessments at key points. Performance and progress is celebrated in both schools with pupils through marking, assembly, certificates, parental notes, awards etc.

9. Additional subject focussed progress is monitored through standardised systems such as in Spelling, Phonics schemes, reading book banding and standardised reading ages.
10. Members of the Senior Leadership Teams monitor learning through planned lesson observations, work scrutiny, other records of work, planning scrutiny, joint lesson study, learning walks, pupil progress meetings, pupil interviews, and parental discussions. A programme of professional development is in place in both schools to ensure teaching quality and learning is always a priority. Where staff are not meeting their relevant standards or leadership responsibilities, comprehensive support plans are put in place and procedures followed as necessary. Both senior teams have experience of managing staff effectively. Staff wellbeing is of paramount importance and both schools have formal and informal processes, including counselling services, to ensure staff, are highly valued as individuals, and enabled to live well and teach well, as befits schools based on Christian values.
11. Moderation of judgements in Reading, Writing and Maths against the new objectives is arranged with local cluster groups, and also across DBAT schools.
12. In order to triangulate judgements further and discuss school improvement, St Mary's and St Francis use local school improvement advisers. DBAT provide a school improvement officer to all academies whereby the performance of all pupils is scrutinised at regular visits. Furthermore, St Mary's is part of Challenge Partners which quality assures judgements annually and provides the school with a national comparison and opportunities for continuing professional development. This will be provided for the new schools. Termly meetings for DBAT Principals always involve an agenda item when an element of the assessment process is shared, scrutinised and developed further. With the support of the Principals, DBAT are currently purchasing an external cloud based data tracking system which the two new schools will also use to ensure that data of all sorts, including pupil progress and achievement, can be collected centrally for interrogation by DBAT officers and Board members and to procure effectively any school improvement support required. A target setter programme at individual pupil and cohort level using the new assessment age-related expectations, and a summative data report suitable for governors to scrutinise is also currently being piloted.
13. Appraisal processes are followed for all Principals, teachers and support staff to ensure pupil performance is not compromised through quality of teaching or poor leadership. The LAs and DBAT through School Improvement Officers,

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

monitor that these have been carried out securely and provide training to staff and governors in the Appraisal process. Comprehensive guidance has been provided on these processes to all DBAT academies. Where staff need support, St Mary's and St Francis will replicate their school improvement strategies to ensure regular high quality professional development and personalised support in school, with their partner school and across the cluster.

14. Statutory annual reports to parents are given, and frequent opportunities in every term are offered for parents to liaise formally and informally with the school through parents and pupil meetings, open school sessions, individual pupil conferences, celebratory events and assemblies, phone calls, certificates, emails and texts home etc. 'Hard to reach' and 'Troubled families' are given particular attention and follow up. This ensures that no parent is unconnected to the school or in doubt about the uncompromising aspiration that the school has for every pupil to succeed in learning. Relationship building is key to parents understanding the aims of the new schools and having an honest conversation about progress of their child: to support this, parent support workers, volunteer liaison, learning mentors, parenting programmes, play leaders, homework clubs and 'Thrive' or equivalent programmes will be put in place as necessary in the new schools as the needs of the new pupils and their families are identified.

Assessment at primary level is undergoing a process of change and development. Both St Mary's and St Francis, along with the DBAT family of schools, are currently refining their systems and will use the periods before the opening of the two new schools to develop their practice further.

## **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**

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

**Middle Wichel**

**The following positions refer exclusively to the Middle Wichel bid.**

**Executive Principal**

The role of the Executive Principal will focus on ensuring that high standards are maintained across the two schools. It will be extremely important for the Executive Principal to be visible, maintain positive relationships on both sites, available to parents and able to focus on providing the best support for the children, particularly those from vulnerable homes. The vision for the schools and the sharing of this is a key element to the Executive Principal's role.

Liaison with the one Senior Leadership Team across the two schools will be a considerable part of the Executive Principal role, enabling the schools to run effectively at all times and ensuring that all the systems and procedures are in place to enable this to happen. St Mary's currently has excellent procedures in place and this enables the school to function well even when the headteacher is committed away from the site. These systems will be replicated at Middle Wichel so that both schools will function effectively.

The Executive Principal will enable the schools to strive for excellence for the children and the staff. Providing opportunities for staff to excel and develop into outstanding teachers will come through support, coaching and uncompromising insistence on high standards. At St Mary's there are rigorous expectations of high standards across the school which are followed through if standards are not high enough. The same principles will be applied to the new school. There must be investment in staff and the constant search for high quality training and experiences in other schools. Having two schools to draw upon supports this ethos and enables excellent collaborative working. St Mary's is experienced in this form of working through participating in Challenge Partners and also strong Cluster and Diocese working groups.

At St Mary's distributed leadership has enabled the school community to thrive. All leaders have a passion for achieving the best for their area of the school. Leadership responsibility at all levels across the two school communities will heighten the opportunities for the existing staff to grow further, incentivise recruitment and retention to both schools and strengthen succession planning.

The Executive Principal will have the ultimate responsibility for safeguarding; ensuring that the Single Central Record is current, policy and procedure is robust and all staff are appropriately vetted, inducted and trained.

The Executive Principal will work closely with the School Business Manager to ensure that the School Improvement Priorities are budgeted appropriately and that staff are deployed and managed appropriately across the two schools.

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

#### **Deputy Head, Head of Teaching and Learning**

The role of the Head of Teaching and Learning is non-class based in each of St Mary's and Middle Wichel, with the skills of each individual shared across the two schools. The Head of Teaching and Learning at Middle Wichel will ensure that high expectations are maintained on a day to day basis and will monitor standards across the school alongside the Executive Principal, using the monitoring proforma set out in Annexe C1 to C" Regular liaison with the Executive Principal will be an essential part of the role. The Executive Principal working with the two Heads of Teaching and Learning will form a strong quality assurance team able to work across the two schools to ensure that standards of teaching and learning are consistently high.

The Head of Teaching and Learning will play a significant role in the appraisal of staff in order to support the continuing professional development of all groups of staff.

The Head of Teaching and Learning will be the Designated Lead for Safeguarding. With other key staff s/he will ensure that all records and monitoring of vulnerable families are kept up to date.

The Head of Teaching and Learning will provide day to day availability to parents and carers meeting with them and ensuring appropriate support in the first instance.

#### **Phase Leaders**

Phase Leaders will be responsible for the content and delivery of the curriculum within their phase and ensuring the rigorous monitoring of children's progress and high levels of achievement. The Phase Leaders in each school will work closely together to share ideas and ensure consistency. The six Phase Leaders, two Heads of Teaching and Learning and the Executive Principal will on occasion work together in a wider quality assurance and curriculum development group. This will help to ensure a consistent approach across the schools and provide the Phase Leaders with the development they need to become senior leaders.

#### **Nursery Provision**

There will also be a Phase Leader for nursery provision, with QTS and a TLR who will manage the team of two other QTS teachers, 3 nursery nurses and 3 TAs. St Mary's does not currently have nursery provision but plans to develop it in the next two years. This will provide an opportunity for support and collaboration between the two settings.

#### **SENCO**

This role will be a full time role across the two schools. At St Mary's there are well reviewed systems in place for identifying, supporting and ensuring progress for SEND children which will be replicated at Middle Wichel. The St Mary's post-holder has

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

experience of working across two local authorities and ensuring that the best support is sourced for the specific needs of the children. A joint role will ensure that children at Middle Wichel are identified equally quickly and supported effectively with appropriate professional development across the two staff communities.

#### **School Business Manager**

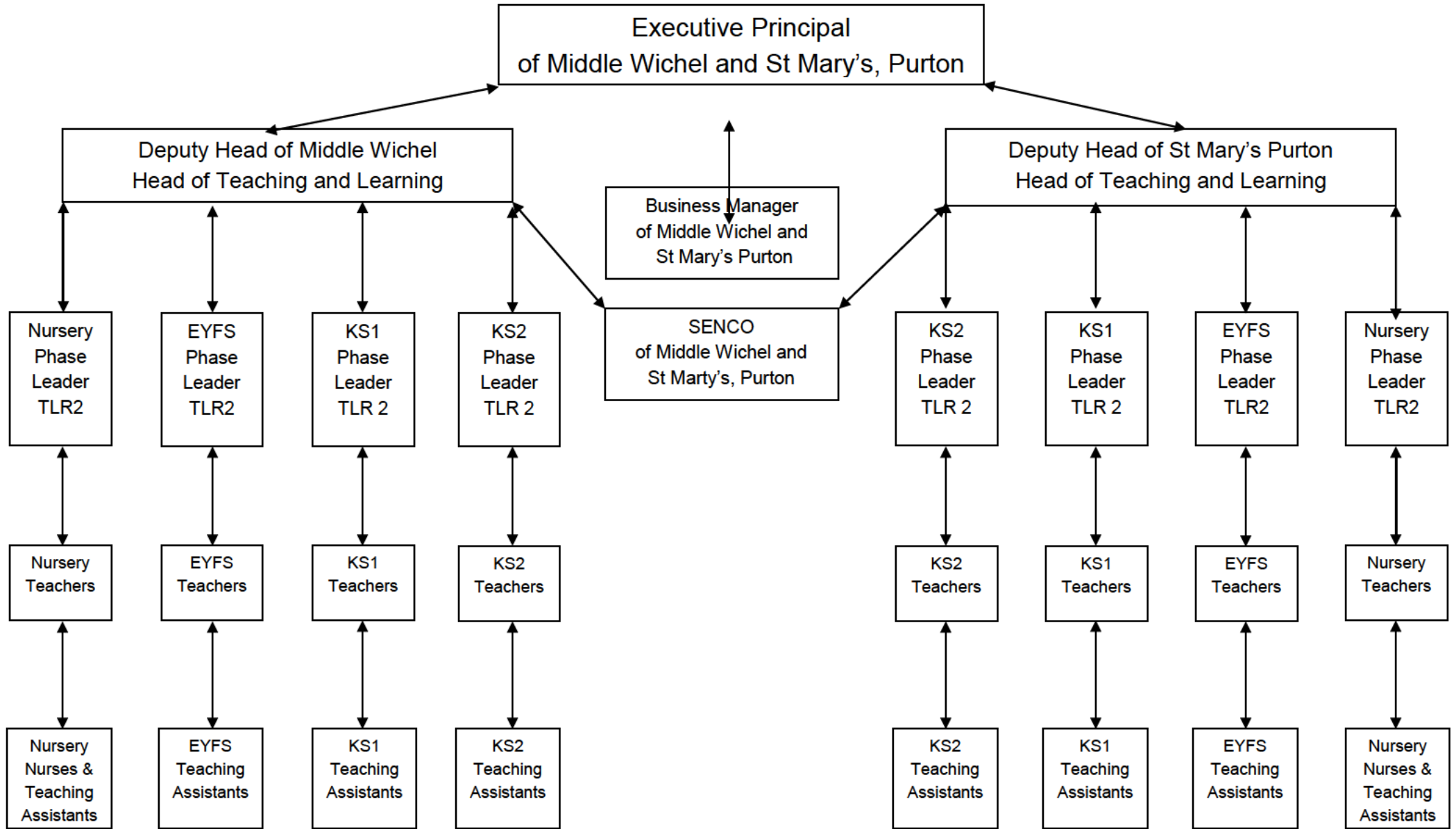
The SBM will manage a team of finance and administrative staff, comprising up to three in each school. Roles will be evaluated to avoid duplication and enable the pupils to benefit from economies of scale. The SBM will manage the budgets, monitor financial position and process, and lead the HR function across the two schools, reporting to the Executive Head Teacher and the Board of Governors. The SBM would also be responsible for managing projects and Health and Safety across the two schools.

It is anticipated that the SBM will be based in each school for 2.5 days although this will be flexible according to the needs of each school at points in the annual timetable.

The organisational structure for the schools is set out on the next page.



### Staffing Structure Middle Wichel and St Mary's, Purton



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

**East Village**

St Francis has the staffing structure set out below which works effectively and is intended to be replicated at East Village. However, bearing in mind the time lag between bidding and build, innovations to this structure will be needed. While St Francis and East Village will partner closely for the development, they will run as separate schools without Executive Headship, although the economies of scale from the new school being part of DBAT will enable flexibilities in staffing to be planned for nearer the time. The ambition is to ensure that there is a strong senior team of Principal, Deputy and Assistant Principal, who form the senior school improvement and quality assurance team, supplemented with other TLR positions, the SBM role and further appointments that take advantage of the enviable flexibility across a MAT that collaborating closely will bring. The following describes the roles at St Francis as they currently stand.

**Headteacher**

The current Headteacher has overall responsibility for school improvement, standards and quality of provision. The post-holder is also the Child Protection Officer and responsible for safeguarding. Strong Cluster working is encouraged and a culture of ongoing professional development is nurtured. The Middle Wichel Job Profile will be written to reflect the standards applicable at the time and specific needs of the role for the new community.

**Deputy Head**

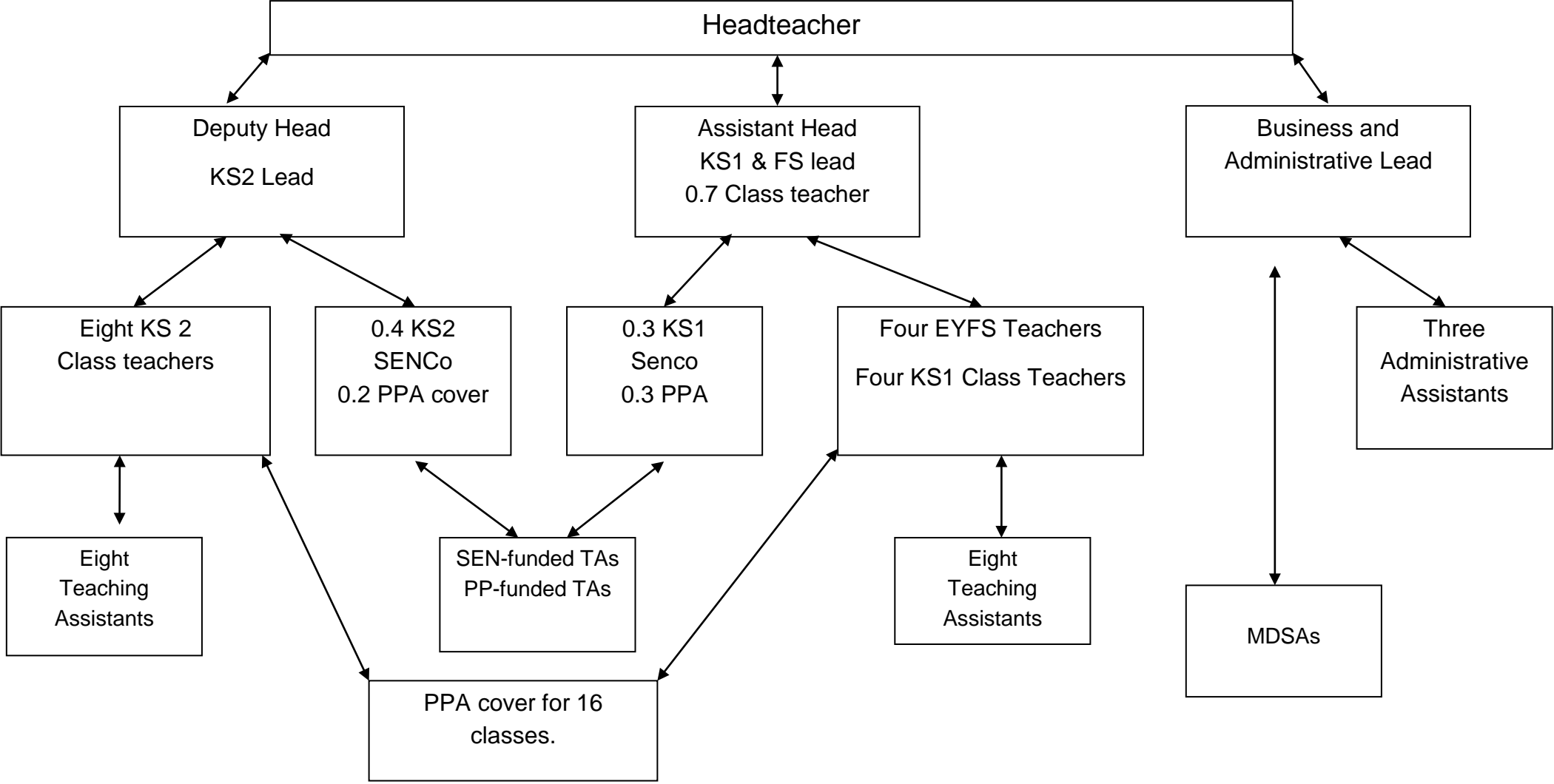
The Deputy Head is responsible for KS2 and takes the lead on teaching and learning across the school.

**Assistant Headteacher**

The Assistant Headteacher leads KS1 and is responsible for timetabling, staffing and staff development.

The three senior leaders also work together as a team on school improvement and quality assurance. The use of other TLRs depends upon the profile of the staff. With a large number of staff at UPS, all take on additional roles and responsibilities. If staff turnover means the balance shifts so there are a number of less experienced teachers then TLRs are used to provide development opportunities and to take up some of these additional responsibilities.

**St Francis Staff structure  
(to be replicated at East Village, Swindon)**



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

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

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

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

The Christian principles underpinning the Diocese of Bristol Academies Trust are integral to its working practices and relationships. The language of ‘we’ is often used in this section to emphasise the joint responsibility that DBAT holds with its family of schools and the staff of the new schools to ensure the new schools excel in the criteria above.

#### **Admissions**

Our vision is to provide two outstanding schools for both Middle Wichel and East Village. They will have a religious designation (Christian) however neither will have places specifically allocated to children of Christian faith. Both schools are being created to serve the needs of the new communities that will be developed around them. As such they will be Christian schools for all pupils and will welcome all children whatever their faith or belief. As Christian schools they will have a distinctive Christian ethos which will emphasise the unique value of each child and a desire for them to fully thrive within a context of high expectations and shared values rooted in the Christian faith.

#### **Christian ethos of the schools**

The educational philosophy of each school will be distinctively Christian in identity and ethos, in accordance with the values expressed in Church of England and Methodist schools. However, we have chosen to place the emphasis on being ecumenical, rather than adhering to a particular denominational pattern, in the interests of being inclusive and being representative of a wide range of Christian influences. There is something unique in these new schools identifying as Christian rather than as denominational. This also chimes with the Church of England’s understanding of service and mission.

Once a child/family is admitted to the primary school of their locality, s/he/they are of equal worth and value to any other. The language used by all members of the community will be of ‘we’ and ‘us’, not ‘you’ and ‘them’, highlighting the sense of community and of our interdependence. Inclusivity refers to the way in which all pupils and staff will be equally valued for their uniqueness in the eyes of God, and for their belonging to the school community. No one is discriminated against due to their beliefs. Everyone is challenged to consider what they believe and why they believe it and to

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

aspire to continual personal growth. The schools will emphasise the values of community and interdependence. At St Mary's CE Primary School, Purton they currently use a number of strategies to make parents and children feel included and welcome whatever their faith or situation. The school has a strongly inclusive ethos and in addition has Advocates to support disadvantaged pupils, a Rainbow nurture group for vulnerable children, a support group for parents of children with ADHD, and an interpreter for children for whom English is not the first language. A Parent Support Adviser is employed to ensure there is good liaison with parents, especially those in difficult circumstances. All of these strategies will be replicated at Middle Wichel where appropriate to the new context and community needs.

St Francis has a very strong inclusive ethos based on the principle of playing and working together. All staff are committed to this so that each child is welcomed as a unique individual when they join the school and made to feel valued. In replicating this at East Village, great care will be taken to recruit a staff team that explicitly and implicitly share these values. This will apply to everyone from MDSAs to the Principal.

#### **Teaching and pastoral groupings**

These will not discriminate on grounds of faith or the absence of faith. As Church schools, we will provide an education of the highest quality that enables all children to flourish through the breadth and depth of the curriculum opportunities we provide. Teachers will set high expectations for every pupil and will use every opportunity to develop mathematical, language and literacy fluency as an integral part of teaching across the curriculum. In addition to English and Mathematics, the school will offer a broad and balanced curriculum, covering History, Geography, RE, Science, Art, Music, DT, PE and a Language. The Religious Education curriculum will include teaching about the world's major faiths and encouraging understanding and respect for other faiths, beliefs and practices. While Church schools naturally have a particular concern for enabling children to understand the Christian faith, we are committed to nurturing, encouraging and challenging those of all beliefs.

The schools will be subject to inspections by Ofsted and the Statutory Inspection of Anglican and Methodist Schools (SIAMS). In compliance with the SIAMS inspection regime, the schools will be assessed on their performance in accordance with standards relating to four core questions:

1. How well does the school, through its distinctive Christian character, meet the needs of all learners?
2. What is the impact of collective worship on the school community?
3. How effective is the religious education?
4. How effective are the leadership and management of the school as a church school?

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

##### **Religious Education**

Religious Education is a subject of central importance and 5% of curriculum time will be allocated for the study of belief. RE will aim to enable pupils to gain a high level of religious literacy allow pupils to encounter Christianity as a living faith; learn about other major world religions and worldviews, exploring their culture, history and art; discuss ideas regarding the nature and expressions of truth; contribute to pupils' spiritual, moral, social and cultural development, and develop skills of interpretation, critical analysis and evaluation.

Christianity will form a major study in RE, drawing on the richness and diversity of Christian experience across the globe. Pupils will be able to deepen their understanding of God, as encountered and taught by Christians through the ages and in the present day. However, teaching about other faiths and worldviews is also vitally important and we will ensure that pupils are offered a fair, balanced and accurate understanding of world religions and worldviews, such as Atheism. As a result, pupils will gain greater insight into the world in which they are growing up, preparing them for life in modern Britain. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and values. These outcomes will contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice. These encounters between different worldviews and perspectives will be open, providing opportunities to instil respect for different views and interpretations and in which real dialogue and education will take place.

There will be an expectation for the schools to follow the SACRE locally agreed syllabus for RE and access further diocesan guidance, utilising their recommended resources and programmes of study.

Parents will have the right to withdraw their child from RE, but the school will work hard to engage with parents who express such a wish, in order to help them to understand the value the school places on all young people gaining a more developed level of religious literacy to fully equip them to be British and Global citizens.

The teaching of scientific theories, such as evolution, will be accurately covered, at the relevant age and stage, in science lessons. Possible conflicts between science and religion might form a topic of discussion in RE lessons. Creationism will not be taught as factual and will not be considered a relevant topic for the science curriculum.

##### **Spiritual, Moral, Social and Cultural development**

RE, amongst other subjects across the curriculum, offers extensive opportunities for the development of SMSC and teachers will use stimulus from RE and other lessons as ways of encouraging thoughtful reflection on diverse religious and moral issues and on the big questions of life. Teachers will be encouraged to have the confidence to explore controversial questions, offering a safe place for them to air their views and challenge each other's attitudes.

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

##### **Safeguarding, Prevent and British values**

The need to keep children safe, allow them the freedom to learn in a valuing and nurturing environment will be at the heart of these schools. Developed safeguarding procedures will be put in place to ensure that vulnerable children are identified and supported. The school will take very seriously its duty to prevent young people being drawn into violent extremism. Central to our ethos is the expectation that young people need to be given opportunities to build up their resilience to radicalisation.

To this end there will be a well-planned PSHE curriculum, offering children an opportunity to gain the skills and understanding they need to manage their lives. PSHE will form part of a whole school programme to develop the qualities and attitudes pupils need to thrive, as they grow up as individuals in today's complex society. Sex and relationships education will be part of the PSHE curriculum, in accordance with DfE and Diocesan guidelines, in the context of relevant age, stage and maturity of pupils. The religious foundation of the school will not have a specific bearing on subjects like English or History. There will be no specific reference made to the need to study or avoid certain texts or books.

Part of this connected curriculum will include the promotion of British values of democracy, rule of law, individual liberty and respect and tolerance of those with different faiths and beliefs. This will develop out of the work in RE and PSHE and also involve some discussion of citizenship issues, encouraging attitudes that create good understanding and respect for diversity and challenging opinions and behaviours that are contrary to these common values.

##### **Collective Worship**

The children's spiritual learning development is another key priority for the new schools. In keeping with the school's Christian foundation there will be daily opportunities for reflection, prayer and worship, both in class and in whole school collective worship. Part of the church mission is to develop strong links with local clergy, ministers and church communities and the Anglican and Methodist foundations will play a big part in this. In support of this we intend to build on the close relationships that the other schools of St Mary's and St Francis have built with their local communities and seek to draw on their expertise and replicate it.

Daily assemblies and acts of worship will play an important role in drawing the school community together. We will aim to set up 'worship groups' who will meet regularly to ensure that the pupils' voices on worship and celebration are heard clearly. At St Mary's Purton through assemblies and work in class about religions, different festivals have been explained, respected and celebrated. A range of visitors from different cultures have been invited to talk to children, thus demonstrating the way that diversity is valued by the school. All these strategies have proved effective in creating a strong inclusive

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

community and would seek to be echoed in the new schools.

We will aspire to create opportunities for worship which are creative, engaging, inspiring and transformational, where these activities encourage positive, respectful, relationally orientated behaviour. There will be an encouragement to practise and value prayer and reflection and an expectation that these spiritual activities impact on individuals and the wider school community.

In keeping with good practice in Church schools, although worship will be practiced in a Christian context, there will never be a compulsion to worship. Reflective activities will be offered with an attitude that allows pupils to respond in ways that are suitable to their own personal spiritual expression. This emphasises the way in which the community respects the individual rights of pupils to explore their own spiritual journey. Parents will have a right to withdraw their children from collective worship and we will work with these families to help them understand the inclusive nature of worship, and if necessary, to establish suitable alternatives.

Full attendance at acts of worship will be expected and acts of worship will be planned to offer support and appropriate challenge to all members of the school community. Consequently, the careful briefing of expectations and production of written guidelines for all faith-based visitors will be crucial to achieving what is described above.

Notwithstanding what is above and what follows, the schools will publicise appropriately and make suitable arrangements for any parent to ask for their legal right to withdrawal from worship. The schools will seek to be clear about their faith basis but to engage openly and honestly with explorations of what faith means and so our hope would be that all members of the community would find the worship so inclusive that they would want to be part of it.

#### **How school policies will affect pupils of other faiths or beliefs**

The schools' inclusion policy will include statements that ensure that children from all families are welcome and will be represented within the curriculum planning. In the anti-bullying policy all protected groups (including faith and sexual orientation) will be specified and teachers will be trained. Within PSHE lessons pupils will consider how they treat others and given anti-bullying education. The design of any uniform will be developed by a group consisting of members of the school leadership team, representatives of the wider community and, once recruitment is underway, parents/carers and students. The development of the policies will be sensitively handled, balancing the needs for inclusivity with distinctiveness of all types. The acceptability of wearing certain items of religious dress, e.g. crucifixes, Muslim headscarves and Sikh religious symbols, will be clearly spelt out as part of the uniform code, bearing in mind the demands of school life. School food will meet the fullest range of dietary requirements to ensure all needs are met.



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

An important strength of these new free schools of Middle Wichel and East Village is that they will not stand alone. As these new communities develop, they can learn from the experience of both St Mary's, St Francis and the DBAT family of schools and put in place the best strategies to make all members of the community feel welcomed and valued. Both schools will carefully monitor the make-up of their new communities as they develop and use their experience of their partner schools to ensure that they are welcoming to all families and inclusive of them. The Diocese is already involved in providing regular advice and guidance to the Standing Advisory Council for Religious Education in Swindon Borough, where members of different religious faiths and none, are represented.

## 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

Both Middle Wichel Academy and East Village Academy are required to meet the basic need that will be created by significant planned housing development. As both are situated on new developments there is no existing nursery provision. As Swindon Borough Council is part of the 30 hour pilot they are keen that nursery provision is developed at both schools for children of age 2 and 3.

##### **Basic Need**

Swindon Borough Council carries out its school place planning around five areas North Swindon, Central and South Swindon, East Swindon, West Swindon and the Catholic cluster of schools. The Borough's policy is to keep a surplus of 8% of primary places in order to provide the flexibility to manage the significant planned housing growth and the potential for a sudden peak in demand. This is set out in its School Place Planning Study, November 2015 (Annexe D1 page 9) updated in February 2016 (Annexe D2). Current numbers in primary schools and of preschool age based upon statistics from the Primary Health Care Trust indicate rising numbers across the Borough reaching a peak in children currently in the pre-reception year.

Housing development is based upon the Swindon Borough Local Plan adopted in March 2015, the vision for Swindon approved in September 2015 and Swindon's Economic Strategy adopted in January 2013. The Local Plan identifies a housing target of approximately 21,400 homes from 2015 to 2026. These will be distributed as set out in the table below. (Annexe D1 page 14 para 5.10)

- 4,100 homes at Wichelstowe (South and Central)
- 4,500 homes within Swindon's existing urban area (South and Central)

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

- 1650 at Kingsdown (East)
- 8,000 homes to the east of Swindon (East)
- 890 homes at Commonhead (East)
- 140 South Marston brownfield (East)
- 450 homes within Swindon's rural area (Wroughton and Highworth)

## Primary and Secondary School Place Needs from new housing development

Location	Housing Nos	School Place Needs Forms of Entry (FE)	Estimated No. of Pupils	Methodology
Tadpole Farm (N)	1695	1.86	670	(1695 x 0.033)/30
Wichelstowe (S&C)	4064	4.47	1609	(4064 x 0.033)/30
Swindon Urban (S&C)	4511	4.97	1789	(4511 x 0.033)/30
Kingsdown (E)	1650	1.81	652	(1650 x 0.033)/30
Commonhead (E)	890	0.98	353	(890 x 0.033)/30
East of Swindon (E)	8000	8.8	3168	(8000 x 0.033)/30
South Marston Brownfield (E)	140	0.15	54	(140 x 0.033)/30
Swindon Rural Area	450	0.49	176	(450 x 0.033)/30
<b>Total Swindon</b>	<b>21400</b>	<b>24 (23.53)</b>	<b>8471</b>	

Predictions of pupil numbers are based upon a robust methodology as set out in the School Place Planning Study. (Appendix D1 Section 4 pages 10-11)

### **Middle Wichel Academy** (Annexe D1 Part 9 pages 27-30 Annexe D2 paras 3.21-25)

Middle Wichel Academy will be situated in the Central and South area on the Wichelstowe development identified above. House building has already begun on East Wichel where a 2FE primary school with provision for a 52 place nursery was opened in 2010. In October 2015 the school had 158 pupils on roll with building still continuing. The Wichelstowe Development is being managed by a Joint Venture Company (JVC) formed by Swindon Borough Council (SBC) and Barratt Homes and will consist of 4609 dwellings, creating a demand for 1609 primary places. Although there is a current surplus of places in the South and Central Area, Wichelstowe is relatively isolated from most of the existing primary schools apart from East Wichel. In addition there are a further 4511 dwellings to be built in the South and Central area producing 1789 primary places. Swindon Borough Council has planned for two new 2FE primary schools to meet the demand created by Wichelstowe, one at Middle Wichel and one at West Wichel. It is the first of these that DBAT is making an application for. The site for this school will be adjacent to the secondary free school that DBAT will be opening in September 2018. This will provide opportunities for economies of scale and the joint use of facilities in addition to that proposed with St Mary's Purton. The Place Planning Study recommends that the first school should be

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

built soon after the commencement of house building on the site. A Waitrose store and a road infrastructure are already in site, however, the legal processes involved in setting up the JVC have caused delays and house building will not now begin until the summer of 2016. Given this and the current surplus at East Wichel School the earliest the new school is likely to be needed will be 2018 with a possible delay until 2019 or 2020 dependent on the rate of construction (Annexe E) These figures provide clear evidence that there is a basic need for the proposed school.

Apart from the existing nursery at East Wichel that serves that development there is no nursery provision so it is logical that the new primary school should be built with provision. SBC is extremely supportive of the proposal and wishes it to include nursery provision.

### **East Village Academy** (Annexe D1 section 10 pages 30-34 Annexe D2 paras 3.26-8)

East Village will be situated in the East Area as part of the New Eastern Village which will have 8000 new dwellings producing a demand for 5168 primary places. In addition there will be other developments in the East area at Kingsdown, 1650 dwellings, 652 primary places, Commonhead, 890 dwellings 353 primary places and South Marston, 140 dwellings, 54 places. Although there are some surplus places in the East area they are to the west of the A19 and the Marlborough Road which makes it difficult to use them to meet even some of this increased demand. South Marston is to be remodelled and expanded to meet the need of its development and SBC is planning four new 2FE primary schools to meet the product of the New Eastern Village. East Village will be the first of these. Exact timing will depend on the speed of construction. The April 2014 estimate of build out (Annexe F) identifies 2020 for the opening of the first school and we are currently awaiting updated data. The scale of the proposed development demonstrates the need for the proposed new school.

There is no existing nursery provision at New Eastern Village that serves so it is logical that the new primary school should be built with provision. SBC requires any new proposal for primary schools to include nursery provision.

### **School Standards**

As Annexe G indicates, achievement and progress across the Borough at EYFS, KS1 and KS2 is more positive than KS4. In 2014-15 EYFS 68% of children reached a good level of development compared to 66% nationally. The gap between the lowest achieving pupils and the median narrowed indicating that fewer children are being left behind. At KS1 in Year 1 in phonics 75% of children reached the required standard 2% below the national average although they appear to make up ground by the end of Year 2 where achievement is in line with that nationally. In 6 schools children's achievement was less than 60%. Apart from phonics, achievement at the end of KS1 is above or in line with the national average. At the end of KS2 attainment is also the same or above the national average although the % achieving level 4+ in Reading declined by 2% compared to 2013-14. Progress between Year 2 and Year 6 has improved in all subjects and is in line with the national average. At level 5+ across the board attainment was lower in 2014-15 than 2013-14 and in a number of areas below the national average.

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

By the end of 2014-15 82% of Swindon primary schools were judged Good or better by Ofsted with 12 judged outstanding. This is lower than the national average of 85% and 87% for the Diocese of Bristol primary schools.

While Swindon has moved forward at the primary phase it clearly needs to continue to focus on raising achievement to put itself in the top 25% of LAs. To do this it needs more good and outstanding primary schools which is what DBAT intends to create.

**Middle Wichel Academy**

The table below shows the primary schools currently serving Central and South Swindon. This indicates their capacity, any surplus places and their performance in terms of current Ofsted judgements and achievement and value added in the 2015 performance tables. This shows that all schools except one have are in an Ofsted category of 2 or above although in 2015 in 5 schools pupils achieved below the Borough and national average for the end of KS2. In 3 schools achievement was significantly below the average and 8 have value added of less than 100. If underperformance is defined as having an Ofsted grade of 3 or less, achievement 5% below the national average at the end of KS2 and value add of less than 99 then one school with 202 pupils would appear to be underperforming. Applying 2 out of the three criteria would not increase the number of underperforming schools which is less than the capacity of the 2FE primary school being proposed.

There is currently a surplus of 704 places in this area but this needs to be put in the context of basic need discussed above. Both East Wichel and Croft have a large number of surplus places which reach their capacity as development proceeds.

## Primary schools currently serving Central and South Swindon

School	FE	NOR	Surplus	Ofsted	Date	2015 KS2	2015 KS2 Value Added
Dove Primary	3	616	14	1	March 12	74%*	99.8
Mountford Manor Primary	1	209	1	2	Sept 14	88%	100.7
Oak Tree	1.83	330	63	2	Nov 14	71%*	100.6
The Croft*	2	216	204	1	July 14	N/A	99
East Wichel Primary	2	158	262	2	Jan 12	80%	99.9
Even Swindon Primary	3	548	82	2	Nov 14	78%*	99.9

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

Lainesmead Primary	2	396	24	2	June 14	66%*	99.6
Lawn Primary	2	414	6	2	July 12	86%	99.9
Robert Le Kyng Primary	2	415	5	2	Sept 11	85%	100.3
Lethbridge Primary	2	486	66 above	2	Jan 13	97%	101
King William's St CE Primary	1	202	8	3	Mar 15	78%*	98.6
Wroughton Infants and Juniors	3	593	33	2	Mar 14	83%	98.5
Bishopstone Primary	0.3	43	20	2	Mar 15	Supp	Supp
Chrisledon Primary	1	164	46	2	Nov 14	94%	100.9
Wanborough Primary	1	208	2	2	Dec 12	96%	100

**East Village Academy**

The table below shows the primary schools currently serving East Swindon. This indicates their capacity, any surplus places and their performance in terms of current Ofsted judgements and performance in the 2015 performance tables. This shows that 5 schools are currently below the Ofsted category of 2 and in 3 schools pupils have achieved below the national average at the end of KS2 and 6 schools have value added of less than 100. Using an Ofsted grade of 3 or less, achievement 5% below the national average and value added of 99 or less as the indicators, this would mean that 606 pupils in the area are in underperforming schools. Applying two out of the three the number rises to 760. Both of these are more than the 420 capacity of the 2FE primary school being proposed.

There are 449 surplus places in this area currently but this needs to be put in the context of the basic need, geographical location and proposed housing development discussed above.

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

Primary schools currently serving East Swindon

School	FE	NOR	Surplus	Ofsted	Date	2015 KS2	2015 KS2 Value Added
Beechcroft/Ruskin Primary	3	606	24	4	Nov 14	72%*	97.8
Colebrook Infants & Juniors	1.67	291	60	3	Nov 13	82%	99
Covingham Primary	2	310	110	3	Oct 13	80%	99.9
Eldene Primary	2	372	38	2	Dec 13	69%*	99.3
Goddard Park Primary	3	527	103	2	Nov 13	84%	100
Grange Infants & Juniors	3	626	4	3	Jan 14	87%	99.1
Liden Primary	1.67	308	43	2	Jan 15	91%	101.2
Nythe Primary	1	154	66	3	Nov 13	55%*	99.3
South Marston CE Primary	0.5	104	1	2	Feb 13	100%	101.4

**Diversity**

There are currently 67 infant, junior and primary schools in the Borough of Swindon of which 8, (11.9%) are Church of England. There is a total of 19,468 pupils in the primary phase of which 1312, (6.7%) attend church schools. SBC is proposing an additional 24 forms of entry which would be the equivalent of 12 new 2FE primary schools. For two of these to be Church of England schools will only maintain the current level of choice within the borough without extending it.

**Middle Wichel**

Of the 15 primary schools serving Central and South Swindon, only, 2 King William's Street and Bishopstone are church schools. The first is located in the centre of the town and the second a small village school on the outskirts. In terms of schools serving the Wichelstowe development, East Wichel is a community school and DBAT is only bidding for one of the two new planned primary schools to meet the needs of this significant new development. Therefore if the new school at Middle Wichel was a faith school it would provide choice for the parents living in the new development and would increase the choice open to the residents of East Wichel and to those more generally living in the South of the Borough.

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

#### **East Village**

Of the 8 primary schools serving East Swindon, only South Marston is a church school. South Marston is relatively close to the proposed new development but DBAT is only bidding for 1 of the 4 proposed new schools and there are likely to be 2 other additional schools 1 on Kingsdown and 1 on Commonhead. By increasing the number of church schools from 1 out of 8 to 2 out of 14 this would increase the choice available to parents living on the new development and to those living in the East of the Borough.

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

Yes

### **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**

As both the proposed schools will be constructed to serve the needs of dwellings which have not yet begun to be built it has not been possible to consult with potential parents in those areas. Extensive discussions have been held with [REDACTED] at SBC who is extremely supportive of DBAT's proposal for both schools is enthusiastic for the Middle Wichel proposal because of the potential link with the secondary and has agreed that DBAT's proposal would be for the first of the 4 new Eastern Village primary schools. [REDACTED] has requested that both schools should have nursery provision as indicated above. A letter of support from Swindon Borough Council is included below and in Annexe H.



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

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

### Commissioning

Tel: [REDACTED]

Minicom: [REDACTED]

Please ask for [REDACTED]

e-mail: [REDACTED]

Our ref: [REDACTED]

Date: 26th February 2016

Dear Sir Madam

### **Confirmation of support for the Bristol Diocese Academies Trust (DBAT) free school application**

Swindon Borough Council fully supports DBAT application to establish two free schools in Swindon.

We understand that DBAT intend to submit an application to establish a Church of England primary school and nursery located in Middle Wichel, which will be partnered with St Mary's Church of England Primary School in Purton and a Church of England primary school and nursery located in the New Eastern, which will be partnered with St Francis Church of England Primary School in Taw Hill.

We confirm that there is a need for this type of school in the local area and DBAT will be meeting a need set out in the Swindon School Place Planning Study.

Swindon Borough Council's Cabinet will also consider a report to support the application for a new free school at its meeting on 18th March 2016. The Council is working in partnership with DBAT to move this project forward and look forward to the opening of the new free schools.

Yours faithfully

[REDACTED]  
Swindon Borough Council

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

A section has been created on the DBAT website for new schools and information posted there about our proposals. Draft leaflets have also been designed for each school which are included in Annexe I.

### **Middle Wichel**

Discussions have been held with [REDACTED] and [REDACTED] of the [REDACTED], which is leading on the Wichelstowe development. Both are extremely enthusiastic about the proposal. Discussions have also taken place with [REDACTED] of East Wichel primary school, the nearest existing school to the one proposed by DBAT at Middle Wichel. Although East Wichel is not yet full [REDACTED] recognises the need for the new school and is supportive of the proposal. The area of East Wichel along with the main development at Wichelstowe is rather separate from the rest of the area and [REDACTED] looks forward to having a school nearby that [REDACTED] can work in partnership with. Discussions have also been held with the [REDACTED] for East Wichel and [REDACTED] at East Wichel primary school. [REDACTED] is also supportive of the proposal. In addition there have been discussions with [REDACTED] of the Waitrose store, who is fully supportive of the proposal and happy for the Trust to place leaflets in the store and use its community room to hold engagement events.

As house building will not begin until summer 2016 it has not been possible to carry out consultations with the parents the school is aimed for. Beneath is a timeline of the engagement activities that will be put into place once construction begins.

### **Middle Wichel Stakeholder Engagement Strategy if the bid is successful**

#### **Key Principles**

1. The development of the unique character of the new school to make it distinctive from other schools, based on the bid and St Mary's Purton.
2. The gradual creation of a presence in the community as house building begins and develops using the JVC's sales office and the Waitrose Store as bases from which to provide leaflets and other information.
3. Underpin this with a periodic newsletter both paper and virtual to update residents and other stakeholders of progress being made and recording newsworthy events like the cutting of the first turf.
4. Use of the site and construction as much as possible – regular progress reports, visits to the site when appropriate. It will be useful to keep a photographic record of the stages of construction.
5. Use the Section 10 Consultation as a major opportunity to engage stakeholders and raise awareness. Use the community room at the Waitrose store as a venue for holding consultation engagement events.
6. Develop good links with local media.
7. Identify if possible a network of people and places that can function as key points for the dissemination of information.

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

8. From summer 2017 or 2018 depending on progress as the real recruitment phase begins to intensify and diversify the activities to include;
- visits to the site
  - events on the development
9. Where appropriate these activities will be linked to similar activities relating to the secondary school which DBAT is opening in September 2018.

The table below is indicative rather than definitive. It shows the kind of events that could be used to generate publicity and roughly when they should occur.

Potential events	Possible date	Activities	Audience
Announcement of result of the application.	Summer 16	Produce first leaflets and make available via JVC and Waitrose Write to local primary schools Communicate via Church network	Prospective home buyers  Other headteachers  Church community
Announce confirmation of site once Heads of Terms have been agreed	Autumn 16	Press coverage  Communication to stakeholders	Prospective home buyers Other headteachers Church community
Name successful contractor	Spring 17	Exhibition of successful designs in the foyer of the Waitrose store.	Prospective home buyers
Planning permission granted	Summer 17	Radio interview Website	Prospective home buyers and new residents
Commencement of recruitment	Summer Autumn 17	Prospectus produced School website launched Events at Waitrose Set up an email distribution list of prospective parents to keep them informed via newsletter	Prospective parents and pupils
First turf cut	Autumn 17	Photo shoot cutting of a ribbon Launch of a periodic newsletter Profile of Executive Principal Display of photos at Waitrose	Prospective home buyers, new residents, wider community
Section 10 Consultation	Winter 17	Consultation events to show off designs in Wichelstowe at Waitrose	Residents Other stakeholders e.g. local primary schools
Appointment of Deputy Head	Feb 18	Brief biography of him/her	Educational community Potential parents Church community

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

Construction progress	Spring 18	As appropriate via newsletter	Immediate and Church community
Uniform announced	Spring 18	Modelling of uniform event	Potential parents and students
Open day	July 18	Variety of activities for parents and pupils	Pupils and parents.
Grand opening	Sept 18	Range of activities high profile guest	Key stakeholders Pupils parents Residents Members of the Church community

### East Village

With East Village there is more uncertainty about the exact site so it has been harder to engage with stakeholder especially as the development is geographically separate from existing communities. Discussions have been held with [REDACTED] of South Marston CE primary which is the nearest school. South Marston will be expanded to meet the needs of the first phase of the development. The school is currently in the process of converting to become an academy with DBAT and the [REDACTED] is supportive of this proposal and happy for South Marston to be used as a base when appropriate in engaging the community for the new school.

East Village Stakeholder Engagement Strategy if the application is successful.

#### Key Principles

1. The development of the unique character of the new school to make it distinctive from other schools, based on the bid and St Francis.
2. The gradual creation of a presence in the community as house building begins and develops using the Developer's sales office as a base or any community buildings or South Marston CE primary school from which to provide leaflets and other information.
3. Underpin this with a periodic newsletter both paper and virtual to update residents and other stakeholders of progress being made and recording newsworthy events like the cutting of the first turf.
4. Use of the site and construction as much as possible – regular progress reports, visits to the site. It will be useful to keep a photographic record of the stages of construction.
5. Use the Section 10 Consultation as a major opportunity to engage stakeholders and raise awareness. Use the South Marston CE primary school as a venue for holding consultation engagement events
6. Develop good links with local media.
7. Identify if possible a network of people and places that can function as key points for the dissemination of information.
8. From summer 2019 depending on progress as the real recruitment phase begins intensify and diversify the activities to include;

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

- visits to the site
- events on the development
- school website and branding

The table below is indicative rather than definitive. It shows the kind of events that could be used to generate publicity and roughly when they should occur.

Potential events	Possible date	Activities	Audience
Announcement of result of the application.	Summer 16	Produce first leaflets and make available via developer's sales office	Prospective home buyers Other headteachers Church community
Announce confirmation of site once Heads of Terms have been agreed	Autumn 16	Press coverage  Communication to stakeholders	Prospective home buyers  Other headteachers Church community
Name successful contractor	Autumn 18	Exhibition of successful designs in the developer's sales office	Prospective home buyers
Section 10 Consultation	Autumn 18	Consultation events to show off designs in sales office and South Marston school	Residents Other stakeholders e.g. local primary schools
Planning permission granted	Spring 19	Radio interview Website	Prospective home buyers and new residents
First turf cut	Summer 19	Photo shoot cutting of a ribbon Launch of a periodic newsletter Profile of Executive Principal Display of photos at sales office /South Marston	Prospective home buyers, new residents, wider community
Pupil Recruitment	Sept –Nov 19	Prospectus produced School website launched Events in developer's sales office or at South Marston school  Set up an email distribution list of prospective parents to keep them informed via newsletter	Prospective parents and pupils
Appointment of Principal	Autumn 19	Brief biography of him/her	Educational community Potential parents Church community
Construction progress	Spring 20	As appropriate	Immediate and Church community
Uniform announced	Spring 20	Modelling of uniform event	Potential parents and students

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

Principal takes up post	April 20	News coverage Opportunity for them to meet key local people	Parents Immediate and wider/Church community
Open day	July 20	Variety of activities for parents and pupils	Pupils and parents.
Grand opening	Sept 20	Range of activities high profile guest	Key stakeholders Pupils parents Residents Members of the Church community

## 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.



[REDACTED]

[REDACTED]

18<sup>th</sup> February 2016

Dear [REDACTED]

### **FREE SCHOOLS CAPACITY**

Thank you for your request for a letter outlining our assessment of your capacity and capability to open new Free Schools.

Our view is that at the current time, the Diocese of Bristol Academies Trust has capacity to open a new Free School in both September 2017 and September 2018. You are eligible therefore, to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form.

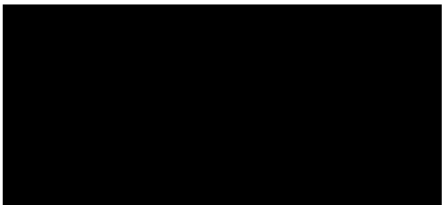
The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide> It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

Please can you include this letter when submitting your free school application to the department. Please note that this letter is not an endorsement of your application as a whole and does not imply your application will be approved.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: [www.newschoolsnetwork.org](http://www.newschoolsnetwork.org). If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED] in my office on Tel: [REDACTED] or email: [REDACTED]

I wish you the very best in developing your free school application further.

Yours sincerely,



Email: [Redacted]  
 Twitter: [Redacted]

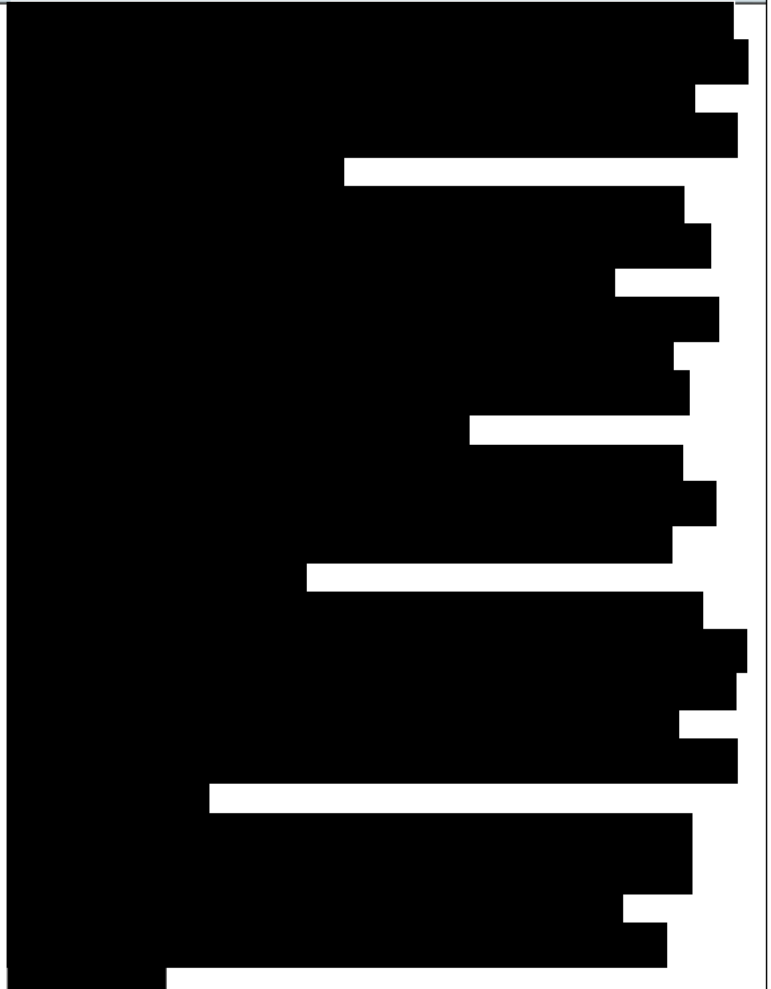
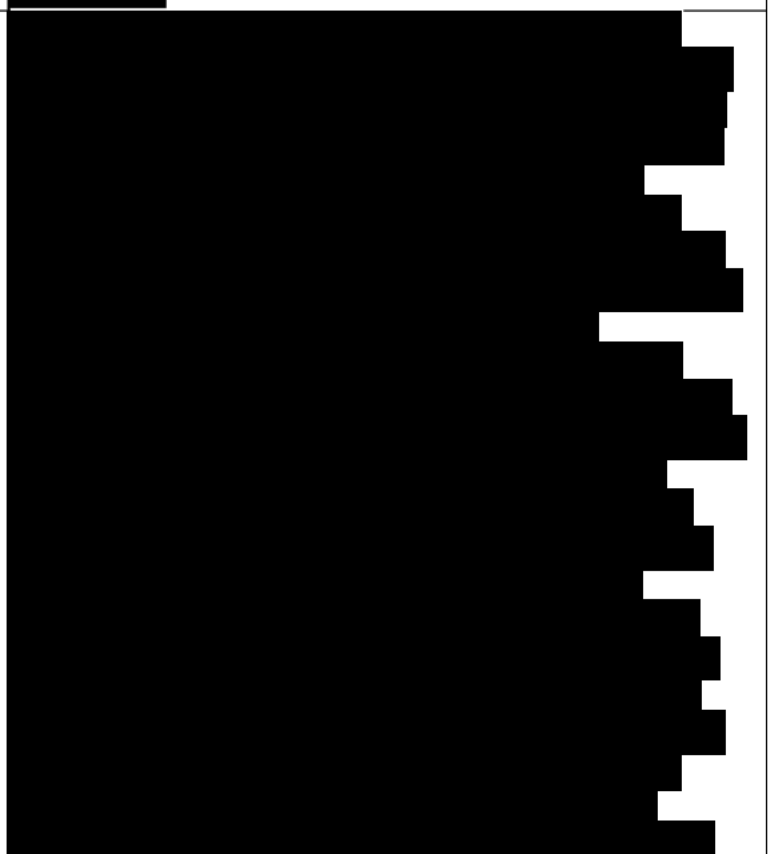
Middle Wichel Executive Principal designate

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

**CV template**

<p>5a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p>																																																																								
<p>5b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/ department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	<p>[Redacted text]</p>																																																																								

CV template

6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

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

East Village

There is no Principal designate at this point below is the CV for [Redacted] the [Redacted]  
[Redacted]

CV template	
1.	Name [Redacted]
2.	Area of expertise (i.e. education or finance) [Redacted]
3.	Details of your last three roles including: name of school/ organisation [Redacted] [Redacted] [Redacted] [Redacted]

**CV template**

	<p>position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>4.</p>	<p><b>For finance only:</b> details of professional qualifications , including:  date of qualification professional body membership number  how your qualifications are maintained</p>	
<p>5. a</p>	<p><b>For education only:</b> if you are in a</p>	<p>[Redacted]</p> <p>[Redacted]</p>

**CV template**

leadership position in your latest school (where available):

the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications

school's best 8 value added scores for the years you were in post, if applicable

[REDACTED]							
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**CV template**

5. **For education only:** if you are in a teaching or head of department role in your latest school (where available):

Your subject/ department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualification



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



Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.1FTE

					Occasional advice
					Support as required.
					Support as required
					Up to a day a week during design and construction
					Occasional
					Available as needed for senior staff recruitment

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Occasional
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Advice as required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Advice as required.

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

Most areas are covered by the expertise of the Trustees and the Central DBAT Team. Although DBAT does have considerable project management expertise, if this application is successful it will need either to allocate a member of the Central Team or appoint a Project Manager. [REDACTED] of St Francis is the [REDACTED] but a Principal will need to be appointed to lead the East Village Academy. The appointment will be in the autumn of the year before the Academy is due to open with the Principal taking up post in the April of the opening year one old term before the Academy opens.

## F1 (b) Skills gap analysis

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

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

<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Allocation of a specific project manager	DBAT has considerable project management skills and experience but we will need to appoint a specific individual to manage the opening of these two schools.	If the bid is successful we will consider whether we need to make a part-time appointment or whether an individual from the DBAT Central Team can be assigned to this role.
Principal for East Village CE Primary Academy	[REDACTED] of St Francis CE Primary School will be acting as [REDACTED] rather than Executive Principal,	Depending on the rate of house building and the final agreed year of opening DBAT will appoint a Principal. If the opening is to be September 2020 as currently proposed the appointment will be made in the autumn of 2019 to take up post in April 2020.

[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

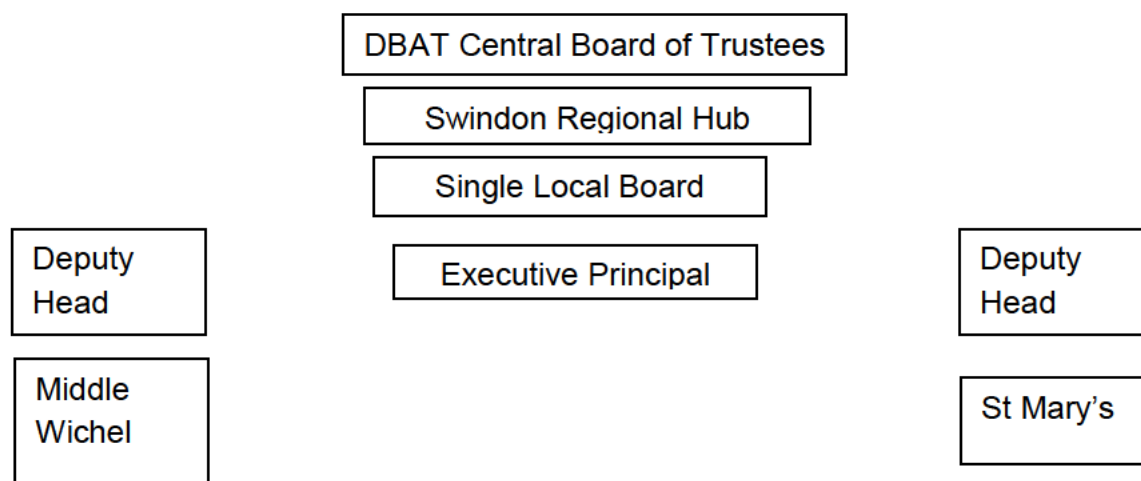
DBAT already has an effective governance system. There is a Central Board of Trustees which delegates autonomy to Regional Hubs and the Local Boards of individual Academies. The degree of autonomy is dependent upon the Academy's current Ofsted grade and the Trust's assessment of its current level of performance. Annexe J contains the decision-making charts which set out this sliding scale of autonomy. Within this the models of governance for Middle Wichel and East Village will vary slightly. In both Academies the nursery provision will be managed directly by the Academy with a Phase Leader responsible to the Principal.

#### Middle Wichel

At Middle Wichel, [REDACTED] will be the [REDACTED], who will lead both Middle Wichel and St Mary's Purton with a Deputy in each Academy as a leader of teaching and learning. St Mary's Purton is currently a diocesan school but not at present a DBAT Academy.

#### Option A Single Local board

If before Middle Wichel opens it chooses to convert then a single Local Board will be set up to manage both Academies as set out below. This approach is being successfully used in Wiltshire where an Executive Principal will lead Lydiard Millicent Academy and the new Academy at Ridgeway Farm. If St Mary's does not join DBAT then the schools will remain separate as shown below.

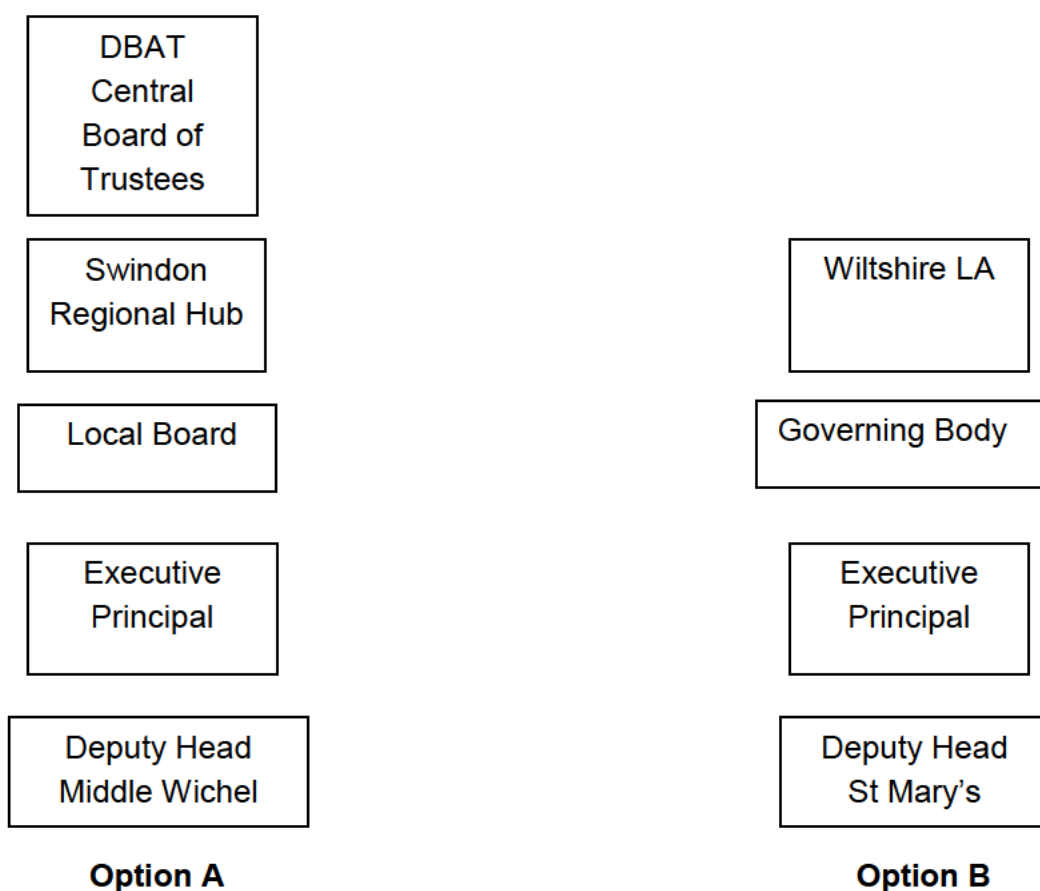




**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**Option B Separate Local Board and Governing Body**

In this situation the schools have separate governing bodies but are led by a single Executive Principal. DBAT has also used this approach successfully in Wiltshire where the headteacher of two small schools, Seagry and Somerfords Walter Powell with a federated governing body outside the Trust, was also head of a third school, Christian Malford Academy within the Trust. This arrangement lasted for about eighteenth months before the other two schools decided to convert to become DBAT Academies. DBAT simply invoiced for an agreed proportion of the headteacher’s salary. This matter has been discussed with the FGB at St Mary’s, Purton who have agreed to this arrangement provided the amount is no more than 50% of their headteacher’s time.



Under Option A above there will be no conflict of interest because the schools have a single Local Board. Under Option B there is a potential conflict of interest if the Governing Body of St Mary’s felt that the Principal and other staff were spending too much time at Middle Wichel to the detriment of their school. DBAT is committed to maintaining and enhancing the standards at St Mary’s. The intention is that providing support for Middle Wichel will enable St Mary’s to move from an Ofsted judgement of ‘good’ to one of ‘outstanding’. If the FGB of St Mary’s raise concerns the CEO of the Trust will take immediate action to address them.

**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**

**East Village**

There will be no governance arrangements between East Village and St Francis. It will open as a DBAT Academy with a Local Board. Joy Farrell will act as Advisory Headteacher ensuring that the new school replicates the outstanding practice of St Francis. A Principal will be appointed to lead the new East Village Academy and will take up post one old term before it is due to open. The Academy will have a Local Board and will operate under DBAT's scheme of delegation as its other academies do.

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

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

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

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

[Add text here. Table expands]

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

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

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

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

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

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

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
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[Add text here. Table expands]
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## Section G – budget planning and affordability

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

Please:

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

<b>G1 – budget planning and affordability</b>
[Add text here. Table expands]

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

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

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

## Annexes

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

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



## CV template

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



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

## Self-assessment form for independent schools

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

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		

<p><b>Achievement of pupils at your school</b></p>	<p>[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.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>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.</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>Quality of teaching in your school</b></p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.</p> <p>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.</p> <p>Consistency of student presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and students feedback/reflection enhances pupil learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</p> <p>How teaching promotes pupils learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p> <p>Reading, writing, communication and mathematics across the curriculum.</p> <p>Tutor and pastoral time including SMSC and British values</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks e.g. Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p> <p>Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>Quality of leadership in, and management of, your school</b></p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school. Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>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.</b></p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all</p> <ul style="list-style-type: none"> <li>- progress on financial planning and cash management systems, including appointment of finance director</li> <li>- budget predictions and resource for ongoing budget management</li> <li>- trust's plans for ensuring funding agreement compliance</li> <li>- ensuring adequate systems and controls in place, including accounting software package</li> </ul> <p>please delete this guidance before submitting this form]</p>		
<p><b>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.</b></p>			



## Governance self-assessment

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

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



Department  
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