



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

**GREAT LEVER PRIMARY SCHOOL;  
GORTON PRIMARY SCHOOL**

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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	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	X	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	X	<input type="checkbox"/>
<b>Section C:</b> Education vision	X	<input type="checkbox"/>
<b>Section D:</b> Education plan	X	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	X	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	X	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	X	<input type="checkbox"/>
<b>Section H:</b> Premises	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	X	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Section I of your application	Yes	No
12. Have you sent: <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> 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?  (See guidance for dates and deadlines)	X	<input type="checkbox"/>



## Declaration

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

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

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

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

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

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

**Signed:**

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

**Print name:**

**Date:**

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

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

X

## 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**

SS Simon and Jude Church of England Primary School is the lead school in SS Simon and Jude Church of England Multi-Academy Trust (the Trust). It is an Ofsted 'outstanding' school, currently with 480 pupils on roll. The school is led by a National Leader of Education and is itself a National Support School.

The overarching vision of the Trust is to be passionate in the way we tackle underachievement, and to build and maintain strong schools and communities. Our aim is to expand the reach of the Trust to involve 5,000 learners across the local area by 2020. We firmly believe that the expansion of our Trust to include two new 2-11 primary and nursery free schools (one in Great Lever, Bolton and one in Gorton, Greater Manchester) will support this vision and enable many more children to benefit from an inspirational curriculum, delivered by passionate and highly skilled teachers, in schools with outstanding leadership and management.

As the Trust grows, we plan to operate on a hub-based model, with one hub based in Merseyside, one in Manchester and one covering Bolton/Salford/Wigan. This model will ensure that we always have the necessary capacity to take on additional underperforming schools and offer a comprehensive and consistent school improvement programme.

The ethos of the Trust is collaborative and participative. Each individual school has a voice, through the Trust's open and transparent governance, in the key decisions which affect them. Moreover, the Trust values the healthy diversity which exists in our school family, and we actively encourage each school which joins the Trust to maintain and further develop its own distinctive culture and identity.

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

It's often said that to teach is to touch a life forever. At our Trust, we believe in a better life and a better chance for everyone, and teaching is our toolkit to enable those chances.

We have a strong, corporate business plan that underpins how we will guide and support our academies and the new free schools which join the Trust to improve. We operate across a wide geographical area in the North West but are bound together through ensuring that every one of our schools has a clear focus on improving leadership and governance, teaching and learning and raising standards.

Our business model delivers efficiency, effectiveness and economies of scale in order to free up more resources for the front line; and having two new schools as part of the Trust will enable even more efficiencies to be made.

We wish to establish one new free school immediately adjacent to SS Simon and Jude Church of England Primary School (in Bolton), so that the new school's staff, pupils and the local community can benefit from the proximity of a National Support School and are able to share not just its facilities but also have access to the lead school's outstanding teaching and support staff.

We also wish to establish a new free school in Gorton North, Manchester, which we believe is an area of significant need and where – due to the proximity of another of our trust's schools and staff - we feel able to replicate the successful model for school improvement that we employ across all our Trust.

The proposed new free schools would benefit, in the first instance, from employing 50 per cent of their staff from the schools in the current Trust. This would quickly enable the development of the new schools to be underpinned by the existing strong ethos of the Trust and benefit from experienced, high quality staff.

Whilst SS Simon and Jude's is a faith school, we are not planning for the new free schools to be faith schools or to have a particular faith ethos. However, we do aim for the new schools to be underpinned by the wider Trust's ethos of collaboration and participation, where pupils value their diversity and are encouraged to discover more about each other's backgrounds and beliefs.

SS Simon and Jude's has an outstanding early years lead, who is currently head of the lower school, and this colleague would be redeployed as head of the lower school of both the new free school in Great Lever and the new school in Gorton . The new schools would initially open with just reception and nursery provision, so the newly appointed head of the lower schools would be in a good position to oversee a strong beginning for the youngest pupils in the schools.

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

We anticipate that, at capacity, the two new free schools will be two-form entry primary schools, each comprising 420 pupils from reception to year 6; and with an additional 52 pupils in each nursery.

### Great Lever Primary School

We expect the cohort of pupils for the new Great Lever Primary School to be very similar to that of SS Simon and Jude's, with around 40 per cent being eligible for the pupil premium; and with a significant proportion of pupils being from minority ethnic groups; and over 50 per cent having English not as their first language.

SS Simon and Jude's has a strong and growing early years provision, which is currently full to capacity and which functions through part-time provision of 15 hours of free childcare per week. Extension of free provision to 30 hours per week will only serve to create further need and demand for nursery places, so we plan to also offer direct nursery provision at the new free school.

Our aim is to offer up to 52 FTE (30 hours per week) nursery places for three- and four-year-olds and for the most disadvantaged two-year-olds. We do not currently charge for the nursery provision at SS Simon and Jude's; and therefore do not plan to charge for nursery provision at the new free school. We feel that having free nursery places available would greatly benefit the local community and might encourage more parents and carers to seek part-time employment.

### Gorton Primary School

We expect the cohort of pupils for the new Gorton Primary School to have different characteristics to that of SS Simon and Jude's and the new Great Lever Primary School, but be very similar to the cohort of pupils at our nearby trust school - St James' C of E Primary School in Gorton. We expect around 60% of the pupils to be eligible for the pupil premium, with around 20% not having English as their first language.

We plan to use the same model of nursery provision at the new school as we do at SS Simon and Jude's and as we plan to introduce at Great Lever Primary School. Our aim is to offer up to 52 FTE (30 hours per week) nursery places for three- and four-year-olds and for the most disadvantaged two-year-olds. As we do not currently charge for the nursery provision at SS Simon and Jude's; neither do we plan to charge for nursery provision at Gorton Primary School. Research tell us how important high quality early provision is to closing gaps and we strongly believe that

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

having free nursery places available would greatly benefit the local community and might encourage more parents and carers – particularly of children from disadvantaged backgrounds - to seek part-time employment.

The Trust has a strong Board of Directors who provide highly effective support and challenge, in order to ensure the Trust remains a good employer and is able to offer an effective 'home' for our academies, with the leadership and track record they need to succeed.

We currently have three schools in our Trust – the other two being Knowsley Lane Primary School in Knowsley (joined the trust in November 2014) and St James CE Primary School in Gorton, Manchester (joined the trust in March 2015). Knowsley Lane's predecessor school (Longview CPS) was judged 'requires improvement' but failed to make satisfactory progress and regressed prior to academisation. St James was placed in 'special measures' prior to academisation. However, both are recognised (by a trained inspector) and through external moderation and SIP reports to be on a tangible and sustainable improvement trajectory, having benefitted from the support of staff and leaders at SS Simon and Jude's. Knowsley Lane achieved a significant improvement in its key stage 2 results in 2015 (when compared to its predecessor school, Longview Community Primary) with 68% of pupils attaining level 4+ in reading, writing and maths (compared to 53% in 2014). Following intensive support in the 3 months leading up to summer 2015, St James CE Primary School, Gorton achieved significant improvement in its key stage 2 results, with 79% of pupils achieving level 4+ in reading, writing and maths (compared to the predecessor school which achieved 55% in 2013; 73% in 2014). The school was also able to achieve much better achievement and progress of higher ability children. We fully expect these improvements to continue as both schools become increasingly self-sustaining through newly appointed leaders and teachers, whilst continuing to benefit from trust-wide support.

The current executive principal of the trust (██████████) is an experienced and successful leader, and is an NLE, with a strong track record of both leading and supporting other schools to improve. ██████████ will also become the executive principal of the new free schools, continuing the model of expansion of the existing Trust and enabling the new schools to benefit from his experience and oversight.

As the trust grows, our strategy is to develop a number of local 'hubs' - in Bolton, Knowsley and Manchester – in order to build local as well as regional capacity for school improvement. We will draw upon our experience of leading school improvement in each locality, and the skills and experience of high performing staff in each area and across the wider trust, to ensure the highest standards of provision in

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

both current and new schools. Our approach will also be based on 'growing our own' talent, through providing extensive opportunities for practitioners to work across schools and ensuring high potential teachers and leaders 'step up' as soon as they are ready. The importance of this approach was highlighted by SS Simon and Jude's Ofsted report (January 2016): " The executive principal, for example, has been able to provide promotional opportunities for a number of teachers and teaching assistants; consequently, retaining high calibre staff and developing leadership capacity."



## 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.

Great Lever	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	240	300	360	420

Gorton	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	240	300	360	420

## Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
PE	2.0		Pupils in the early years will typically have 1 hour of PE per week, while years 1 to 6 will have between 1.5 and 2 hours of PE per week
Computing	1.0		
Mathematics	5.0		
English	5.5		
Phonics	2.0		
Science	1.5		
International Primary Curriculum	6.0		
PSCHE	1.0		
RE	1.0		
Music	1.0		
Story/Golden/project time	0.5		
EYFS	25		Children in the new nursery and reception classes will be taught in a manner compatible with the early years foundation stage

**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**

### Great Lever Primary School

SS Simon and Jude's currently has approximately 40 per cent of its pupils qualifying for the pupil premium; and just over 50 per cent not having English as their first language. As it is our intention to serve the same geographical area, it is anticipated that this new free school will have a very similar intake, as far as levels of deprivation and ethnicity are concerned.

As such, and because we know that the curriculum and timetable set out above works so well for the pupils at SS Simon and Jude's, we are planning for the new free school to work to the same curriculum and to use a very similar timetable.

SS Simon and Jude's recent Ofsted report (January 2016) states: "*pupils' curiosity and enthusiasm for learning is ignited by a rich and relevant curriculum.*"

We firmly believe that learning is best served by a healthy mind and a healthy body; and we therefore plan to timetable up to two hours per week for formal physical education. Pupils in the early years will have one hour's formal physical education, but will make up the remainder through the time they spend outside as part of their day-to-day learning activities.

Computing will be a focus for one hour each week, for every year group, as we believe that getting children used to technology as a tool for learning is an essential skill, which is best served through early introduction.

We intend to devote around five hours per week to the study of mathematics, which again is the same timetabled amount set in SS Simon and Jude's. We believe that a firm foundation in this discipline will provide our pupils with the tools they need to further their educational journey and to have the mathematical life skills that will stand them in good stead one they leave school and enter further or higher education or employment.

The study of the English language and literature will form five and a half hours per week of the timetable at the new free school. This is slightly longer (0.5 hours) than that spent at SS Simon and Jude's; as we want to ensure that all pupils at the new free school become fluent communicators as soon as possible, especially as we anticipate that at least half of the pupils will not speak or write in English as their first language at home.

The study of letters and sounds (phonics) will take up around two hours each week, as developing these decoding skills will underpin the remainder of the curriculum and allow pupils to access their wider learning opportunities.

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

Science will take up around one and a half hours per week, ensuring that pupils develop a good grounding in basic scientific concepts and have the opportunities to design and undertake experiments, testing their hypotheses and describing outcomes using scientific terminology.

As is currently the case at SS Simon and Jude's, pupils will spend up to six hours per week on the international primary curriculum (IPC), which will be where pupils undertake most of their cross-curricular project work. It is in these sessions where pupils will develop their softer skills, such as leadership, teamworking, respect for other's ideas, and communication. We have found that studying the IPC has really helped pupils to engage with their learning and to become confident, enthusiastic contributors to their classroom environment. This is why we feel that introducing the IPC to the new free school will have the same benefits.

Personal, social, citizenship and health education (PSCHE) will form around one hour of the timetable each week. We feel that this time will allow pupils to embrace and celebrate the values of the school and the Trust, as well as developing the skills they will need as they grow into responsible, healthy, socially aware citizens.

Because the new free school will not be a faith school or have a particular faith ethos, we are able to free up some of the timetable that would normally be taken by sessions of worship. Pupils will still spend around an hour per week on religious and spiritual education, where they will learn about different faiths and world views.

Music should form part of every child's cultural development, so we plan to have at least one hour of music timetabled each week for every year group. During this time, pupils will have the opportunity to learn how to play an instrument, as well as developing their singing voices. Pupils from each class will then have the opportunity to participate in a school-wide musical performance each term, which may also be linked with the projects being undertaken during IPC time.

In the early years and at key stage 1, we have devoted up to half an hour per week to either story time, which will be teacher-led; and/or 'golden' time, where pupils have a free choice over what tasks they undertake, such as reading, art, and construction. For older pupils in key stage 2, they may wish to use this time to undertake their own or small group projects which are driven either by their extra-curricular interests or by another element of the timetable which has sparked their interest and which they wish to pursue further.

Overall, we feel that the broad timetable as described in the table will be one that will suit the pupils of the new free school as well as it suits the current pupils of SS Simon and Jude.

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

Children in the nursery and reception classes will be taught in a way that complies with the early years foundation stage (EYFS); and the nursery provision will model that currently being delivered at SS Simon and Jude's, as we know this provision is outstanding (Ofsted Jan 2016 report: "*Ambitious and uncompromising leadership has ensured that the new nursery provision for two- and three-year-olds, opened in September, has hit the ground running and reflects the strong practice elsewhere in the school*"). Pupils in the nursery and reception classes will also undertake one hour of formal physical education per week (on top of the exercise they receive during their day-to-day learning).

#### Gorton Primary School

We plan to run the same curriculum and distribution of learning hours among subjects as we use at SS Simon and Jude's and as we are planning to use at Great Lever Primary School. Whilst the levels of English as a second language are significantly lower in the Gorton area, the levels of deprivation are higher, so we plan to replicate the higher number of hours dedicated to learning English in the timetable at Gorton Primary School, as is the case in the rapidly improving St James who follow the same model.

Consistency of approach to teaching and learning will be achieved through the use of the same curriculum as that at SS Simon & Jude (and all other schools in the trust); regular oversight by the Trust's leadership team – including the Executive Headteacher; the use of common systems of assessment, moderation and evaluation across the trust; and common approaches to continuous professional development for leaders, teachers and support staff across the trust.

### **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**

### Great Lever Primary School

We aim to take the same approach to measuring pupil performance and setting challenging targets as we do at SS Simon and Jude's. This is because we anticipate that the pupil cohort will be very similar at the two schools; and that consequently there is every reason to expect to achieve the same excellent outcomes and behaviours from pupils in the new free school.

Teachers at the new free school will capture and use the same assessment information as at SS Simon and Jude's, which will enable them to not only challenge further those pupils who are ready to deepen their understanding, but will also enable the early identification of pupils who need additional support with their learning.

### Gorton Primary School

Whilst we anticipate the pupil cohort will be slightly different at the new school than the cohort at SS Simon and Jude's, we still aim to take the same approach to measuring pupil performance and setting challenging targets as we do at all the schools across the Trust. Teachers at this free school will capture and use the same assessment information, which will again enable early identification of pupils who might need additional support as well as those who need further challenge. It will also enable the school to undertake joint moderation, review and the sharing of data with other schools across the trust in order to quickly identify areas of best practice and areas for development.

We set ambitious targets for our pupils and this approach will be taken in the new free schools; as we believe that high aspiration is key to building children's self-belief and confidence. This in turn helps to improve behaviour, so that learning for all pupils can be delivered in a calm and supportive environment. We will implement our 'tried and tested' assertive mentoring scheme at the new schools. This has been successfully used at SS Simon and Jude's and other trust schools. Assertive mentoring allows us to maintain an ongoing conversation with parents and pupils across areas such as attendance, behaviour, punctuality, commitment to learning, and appearance. By recognising and celebrating positive behaviour we are able to encourage children to embed the values and traits that will help them to succeed in later life. Assertive mentoring has also enabled us to identify those pupils that are at risk of falling behind in any of the key areas highlighted and will ensure that no pupils fall under the radar. Assertive mentoring will provide a basis for consistent

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

expectations around behaviour, attendance, punctuality, commitment to learning and appearance. SS Simon and Jude's latest Ofsted report (January 2016) states: *“The behaviour of pupils is outstanding. Pupils throughout the school display a thirst for learning. They value their education and understand its importance, resulting in classrooms that are calm and purposeful.”*

We will expect the pupils at the new free schools to behave exceptionally well and to display the same thirst for learning that we expect of all pupils across our Trust. We want our pupils to value their learning, to understand its importance in preparing them for further study and future employment, and to respect the outstanding teachers that deliver this learning to them.

Across the Trust, we expect all pupils to respect each other and to listen and value differences of opinion among their peers. This enables pupils to deepen their learning and to challenge themselves to think differently about how they approach their work in school. Ofsted recently commented that this was a “golden thread” that ran throughout the school (SSSJ) and this would be equally high profile in the new schools.

Consistency of approach to assessment and tracking of pupils' outcomes and progress will be achieved through the use of the same curriculum as that at SS Simon & Jude (and all other schools in the trust); regular oversight by the Trust's leadership team – including the Executive Headteacher - of pupils' work; the use of common systems of assessment, moderation and evaluation across the trust; and common approaches to continuous professional development for leaders, teachers and support staff across the trust.

The entire trust uses a highly rigorous and well developed internal assessment system. The results of these are transferred to Target tracker, this allows for cross trust checking and a consistent reporting framework that all members of the school community including governors can access and investigate. The new schools will also use this system. In EYFS the schools will use fingertips online system to gather evidence to back up their assessments.

## **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**

We plan to use the same staffing structure for the new free schools as we do currently for SS Simon and Jude's, which is described in the organogram at Annex B.

The staffing structure is colour-coded to show which staff will join each of the schools at the start of which academic year.

#### Great Lever Primary School

The principal for the new school will be [REDACTED]

[REDACTED] The principal and vice-principal will be appointed for the start of the 2017 academic year, as will the assistant headteacher of the lower school (key stage 1) and all the senior teaching and support staff for the lower school.

In addition, the SENCo, learning mentor, SEND TA, parent support adviser, and the TA with responsibility for one-to-one learning will also all be appointed in time for the opening of the lower school, in order to fully support the first cohort of pupils.

Other teaching and support staff will be appointed in subsequent years, as detailed in Annex B.

The assistant headteacher for the upper school (key stage 2) will be appointed in time for first entry of the cohort into year 3 in 2020. Other senior teaching and support staff will be appointed at the same time for the upper school, again in order to best support the pupils entering this key stage for the first time.

Other teaching and support staff will be appointed in subsequent years, as detailed in Annex B.

Due to the close proximity of Great Lever Primary School and SS Simon and Jude's, both schools will initially share a site manager.

#### Gorton Primary School

The principal for the new school will be [REDACTED]

[REDACTED]. The principal and vice-principal will be appointed for the start of the 2017 academic year, as will the assistant headteacher of the lower school (KS1 and EYFS) and the teaching and support staff for the lower school.

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

In addition, a SENCo, learning mentor, parent support adviser, and the TA with responsibility for one-to-one learning will also all be provided by the Trust in time for the opening of the lower school, in order to fully support the first cohort of pupils.

Other teaching and support staff will be appointed in subsequent years, as detailed in Annex B.

The assistant headteacher for the upper school (key stage 2) will be appointed in time for first entry of the cohort into year 3 in 2020. Other senior teaching and support staff will be appointed at the same time for the upper school, again in order to best support the pupils entering this key stage for the first time.

Other teaching and support staff will be appointed in subsequent years, as detailed in Annex B.

In addition to the teaching and learning support staff, the new free schools will share their school business management function with the other schools in the Trust. There will also be a finance administrator appointed and shared between both of the new free schools and SS Simon and Jude's, to support the school business manager with their duties.

Each of the new free schools will appoint an office administrator to provide administrative expertise and to make use of the central services of the trust.

**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**

Great Lever Primary School

We believe that all children have a right to an outstanding education, excellent care and to feel safe; and should have the opportunity to develop and enjoy good relationships.

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

In the same way that SS Simon and Jude's welcomes pupils from diverse backgrounds and communities, we feel very strongly that the new free school should have the same welcoming and inclusive ethos.

Through our use of the international primary curriculum, and the opportunities it provides for our pupils to explore the world around them, there will be ample opportunities for the children in the new free school to discuss with their peers the differences and similarities in their backgrounds as well as in their religious or spiritual beliefs.

We will use the same food menu options for our school meals as we do at SS Simon and Jude's, as this allows all pupils to enjoy a hot meal together in the middle of the day. This menu takes into account all religious and faith requirements and ensures that there are no concerns as to whether a child/family's particular belief or world view allows them to partake in hot school meals. The school kitchen is currently a Halal kitchen and we would replicate this also. The proposed proximity of the schools would allow for the transfer of meals initially until it was cost effective to commission the new schools kitchen.

Also, in the case of the new school starting in temporary accommodation prior to moving into a new build this service would be available to pupils at that point.

We want all of our pupils and their parents and carers to feel welcome in our new school; so we will ensure that our religious education lessons enable pupils to learn about all the religious and spiritual beliefs of the different communities we will serve; and we will visit local places of worship as part of our project work on these different beliefs. We will encourage our pupils to explore particular aspects of each other's religions or beliefs so that they grow up with an understanding of and respect for other's views; and have the confidence to ask sensible questions to support their understanding. We appreciate that there will be some children in school who do not subscribe to any faith or belief system and we want these pupils to feel well supported in the new school, as having no belief system needs to be understood and respected equally as well as having a particular faith or belief.

We will not tolerate oppression of any religion, spiritual belief or world view, but neither will we allow extreme viewpoints to permeate the spiritual life of our school. We will be mindful of the Prevent Duty at all times in this area of our work with pupils and ensure full compliance with this. A safeguarding and welfare policy will be developed to underpin our wider work with pupils but it will in particular address areas of societal concern, such as radicalisation, FGM and developing an understanding of LGBT issues, which we wish to improve inside British society.

We will ensure that all our children know that all adults in school respect their individual faith or belief, and can be trusted to support them if they are concerned

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

about any aspect of what they are learning in school, in particular if they have concerns that affect them directly. Our safeguarding and welfare policy will make clear that pupils and parents or carers can speak to any member of staff in confidence if they are concerned.

Both our religious education and personal, social, citizenship and health education lessons will be used to provide the pupils in our new school with an appropriate spiritual, moral, social and cultural education, so that they can grow into responsible citizens in British and world society.

When PSCHE is taught, we will ensure that we communicate effectively with parents and carers so that they are fully aware of what topics we will be covering; and are therefore able to raise any concerns with us in advance so that we may address them appropriately.

We want all of our pupils to appreciate the fact that they are growing up in a democratic society, where individuals are allowed their freedom, within the confines of the law, which itself is established through a democratic and open process. We will teach our pupils about how parliament works and how legislation is developed and established in law.

Our children are our future so we will work tirelessly to ensure that we foster a climate of mutual respect and tolerance of each other's faiths and beliefs within our new school. We want our pupils to be confident, resilient individuals, with strong British values and with high levels of self-esteem and self-belief, who will grow into responsible global citizens with a strong moral, social and cultural grounding.

Despite the trust having an Anglican Foundation it already successfully runs community and church schools. Its concept of service to the community is held high, ensuring that each child is taken along his or her own belief journey, celebrating similarities and exploring and explaining difference, breeding an informed tolerance and a platform for children to discuss their own faith and culture openly in a safe environment.

#### Gorton Primary School

In the same way that all the Trust's schools welcome pupils from diverse backgrounds and communities, the new free school in Gorton will have the same welcoming and inclusive ethos.

The international primary curriculum, and the opportunities it provides for our pupils to explore the world around them, will provide ample opportunities for the children in the new free school to discuss with their peers the differences and similarities in their backgrounds as well as in their religious or spiritual beliefs. We expect that the cohort

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

of pupils at the new school will be predominantly white British, with a mostly Christian background, but we want pupils from all faiths and none and all backgrounds to feel welcome at the school.

We plan to use the same food menu options for our school meals as are currently provided at St James' C of E Primary School in Gorton. We don't anticipate needing to take account of many particular religious or faith requirements at the new school, but will of course accommodate them if circumstances require us to do so. Given that the school will be situated in an area of high deprivation, we feel that providing pupils with the option to eat a healthy cooked meal in the middle of the day will benefit both their wellbeing and their learning. The proposed proximity of the school to St James' would allow for the transfer of meals initially until it was cost effective to commission the new schools kitchen.

Also, in the case of the new school starting in temporary accommodation prior to moving into a new build, this service would be available to pupils at that point.

We want all of our pupils and their parents and carers to feel welcome in our new school; so we will ensure that our religious education lessons enable pupils to learn about the religious and spiritual beliefs of the different communities we will serve, as well as those of the wider area; and we will visit local places of worship as part of our project work on these different beliefs. We will encourage our pupils to explore particular aspects of each other's religions or beliefs so that they grow up with an understanding of and respect for other's views; and have the confidence to ask sensible questions to support their understanding. We appreciate that there will be children in school who do not subscribe to any faith or belief system and we want these pupils to feel well supported in the new school, as having no belief system needs to be understood and respected equally as well as having a particular faith or belief.

We will not tolerate oppression of any religion, spiritual belief or world view, but neither will we allow extreme viewpoints to permeate the spiritual life of our school. We will be mindful of the Prevent Duty at all times in this area of our work with pupils and ensure full compliance with this. A safeguarding and welfare policy will be developed to underpin our wider work with pupils but it will in particular address areas of societal concern, such as FGM, radicalisation and a lack of understanding of LGBT issues, which we do not tolerate in British society.

We will ensure that all our children know that all adults in school respect their individual faith or belief and can be trusted to support them if they are concerned about any aspect of what they are learning in school, in particular if they have concerns that affect them directly. Our safeguarding and welfare policy will make

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

clear that pupils and parents or carers can speak to any member of staff in confidence if they are concerned.

Both our religious education and personal, social, citizenship and health education lessons will be used to provide the pupils in our new school with an appropriate spiritual, moral, social and cultural education, so that they can grow into responsible citizens in British and world society.

When PSCHE is taught, we will ensure that we communicate effectively with parents and carers so that they are fully aware of what topics we will be covering; and are therefore able to raise any concerns with us in advance so that we may address them appropriately.

We want all of our pupils to appreciate the fact that they are growing up in a democratic society, where individuals are allowed their freedom, within the confines of the law, which itself is established through a democratic and open process. We will teach our pupils about how parliament works and how legislation is developed and established in law.

We will work tirelessly to ensure that we foster a climate of mutual respect and tolerance of each other's faiths and beliefs within our new school, as well as respecting individuals who don't have a belief or faith. We want our pupils to be confident, resilient individuals, with strong British values and with high levels of self-esteem and self-belief, who will grow into responsible global citizens with a strong moral, social and cultural grounding.

The Trust's concept of service to the community is held high, ensuring that each child is taken along his or her own belief journey, celebrating similarities and exploring and explaining difference, breeding an informed tolerance and a platform for children to discuss their own faith and culture openly in a safe environment.

## **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**

#### Great Lever Primary School

The Government's basic need scorecard (2014 statistics) shows that Bolton has a shortage of 410 primary school places, that will be needed to meet demand from this year (2016). As such, establishing a new two-form entry free primary school in the area will help to meet this demand.

In addition, several local schools are currently underperforming:

#### At or below 65% achieving Level 4 or above in maths, reading & writing:

St Michael's C of E Primary School, Great Lever (429 pupils on roll) – 61% pupils achieving level 4+ in reading, writing and mathematics. (0.6 miles away from proposed site of new school)

St James C of E Primary School, Farnworth (361 pupils on roll) – 65% pupils achieving level 4+ in reading, writing and mathematics. (1.3 miles away from proposed site of new school)

Gilnow Primary School, Bolton (228 pupils on roll) – 60% pupils achieving level 4+ in reading, writing and mathematics (1.5 miles away from proposed site of new school)

#### Judged by Ofsted to be RI or Inadequate at most recent inspection:

The Ferns Primary Academy, Farnworth, Bolton was rated as 'requires improvement' in 2014 (0.9 miles away from proposed site of new school)

All Saints C of E Primary School, Farnworth, Bolton was rated as 'requires improvement' in 2013 (1.2 miles away from proposed site of new school)

St James C of E Primary School, Farnworth (361 pupils on roll) was rated as 'requires improvement' in 2013 (1.3 miles away from proposed site of new school)

Establishing a new primary free school in the area would also serve to off-set the number of places in the underperforming primary schools described above.

#### Demand and need for school-based nursery provision

We also believe there is sufficient demand in the local area to establish and maintain a 52-place nursery as part of the new free school. This would include capacity for the most disadvantaged two-year-olds, as well as for three- and four-year-olds. A recent report by the Family and Childcare Trust, 'Childcare in Schools for 2-4 year olds in Wigan and Bolton' (April 2015) stated that: *"Both Wigan and Bolton have significant pockets of deprivation, where demand for childcare is sometimes lower because*

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

*parents struggle to pay for it. This makes it more challenging for childcare providers to make enough money to stay in business, which can lead to gaps in supply..... Both Wigan and Bolton have had considerable numbers of newly eligible 2 year olds to find places for.”*

**Bolton Population Change 2008 to 2033 in Age Bands (source ONS)**

	0-4	5-9	10-14	15-19	65-69	70-74	75-79	80-84	85-89	90+
2008	17.9	16.0	17.3	17.9	12.2	9.6	7.8	5.9	3.6	1.4
2033	17.6	17.8	18.2	17.4	16.3	14.0	11.0	9.3	7.3	4.5

The population in Bolton is predicted to rise from 265 100 in 2011 to 283 000 in 2033. Projected population growth show that numbers in the younger age groups 5-9 years and 10-14 years are set to slightly increase by 2033 with children age 0-4 years remaining similar to population statistics in 2008. The most significant changes are a result of an ageing population. The number of households over age 65, the number of single person households and the number of households without dependent children are all set to increase.

To summarise, the Office for National Statistics predict that the population of children under 15 years is set to increase by 14% to 2021 and that there will be slight increases of children by 2033 aged 5-9 years and 10-14 years. This indicates that there will be a sustained and slightly increasing population of children of Nursery age over the medium to longer term in Bolton.

As the current nursery provision at SS Simon and Jude’s is oversubscribed and the new free school would be built immediately adjacent to SS Simon and Jude’s, we anticipate that there would be sufficient demand from the local area to fill the nursery places we plan to provide – not least as the 30 hours’ per week entitlement comes into effect.

The internal research undertaken prior to opening the nursery at SS Simon and Jude’s demonstrated that, whilst there are a number of private day nurseries in the local area, parents welcome the opportunity to send their children to a nursery linked to an existing school, as this not only provides a convenient single point to bring all their children to, but also provides a smoother transition between nursery and reception class.

In addition, recent research reported by the National Day Nurseries Association (NDNA) has suggested that providers will be reluctant to provide the 30 hours of free



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

childcare, as it will result in them making a financial loss. The new nursery could therefore provide additional capacity for the local area in terms of the expanded provision.

#### Ensuring more children are 'school ready'

Recent research into the feasibility of nursery provision, which informed the introduction of a nursery to SS Simon and Jude's from September 2015, showed that over the three year period 2011-2013, almost all of pupils enter the reception class in September below age related expectations in all three prime areas in the early years framework, with a large majority having well below age related skills in Language and Communication.

In addition, high proportions of pupils have reading skills on entry to reception well below their chronological age with a significant amount of ground to make up if they are to start school in line with age related expectations.

SS Simon and Jude's latest Ofsted report (January 2016) demonstrates the quality of its existing nursery provision: "*Children get off to a flying start in the early years due to excellent teaching and aspirational leadership. From starting points that are generally below and well below those expected for their age, children make excellent progress.*"

We would use the same model of nursery provision in the new free school. We believe the addition of a nursery at the new school would provide an extra year (or two) of high quality provision that could develop children's skills in the three prime areas of the early years framework, with a particular focus on developing Communication and Language skills as well as introducing children to early Reading and Mathematics skills, so they are school ready. This would ensure that children are better prepared for KS1 and, over the long term, achieve higher standards at the end of Key Stage 1 and 2.

#### Gorton Primary School

The Government's basic need scorecard (2014 statistics) shows that Manchester has a shortage of 1,310 primary school places, that will be needed to meet demand from this year (2016). As such, establishing a new two-form entry free primary school in the area will help to meet this demand.

In addition, several local schools are currently underperforming:

At or below 65% achieving Level 4 or above in maths, reading & writing:

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

Old Hall Drive Primary School (478 pupils on roll) – 64% pupils achieving level 4+ in reading, writing and mathematics. (0.4 miles away from proposed site of new school)

St Barnabas C of E Primary Academy (247 pupils on roll) – 57% pupils achieving level 4+ in reading, writing and mathematics. (0.8 miles away from proposed site of new school)

Judged by Ofsted to be RI or Inadequate at most recent inspection:

St Barnabas C of E Primary Academy was rated as ‘requires improvement’ in 2014 (0.8 miles away from proposed site of new school)

Oasis Academy Aspinall was rated as ‘requires improvement’ in 2015 (0.8 miles away from proposed site of new school)

Establishing a new primary free school in the area would also serve to off-set the number of places in the underperforming primary schools described above.

Demand and need for school-based nursery provision

We also believe there is sufficient demand in the local area to establish and maintain a 52-place nursery as part of the new free school. This would include capacity for the most disadvantaged two-year-olds, as well as for three- and four-year-olds.

**Greater Manchester Population Change 2008 to 2033 in Age Bands (thousands)**  
**(source ONS)**

	0-4	5-9	10-14	15-19	65-69	70-74	75-79	80-84	85-89	90+
2008	169.0	145.9	155.2	177.5	108.9	93.5	74.7	54.0	34.3	14.9
2033	177.8	174.9	173.5	174.6	150.6	127.9	99.4	82.3	63.8	46.1

The population in Manchester is predicted to rise from 2.58 million in 2008 to 2.91 million in 2033. Projected population growth shows that numbers in the younger age groups 0-4, 5-9 and 10-14 years are all set to rise by 2033. In addition, the number of households over age 65 are also set to rise rapidly over this time.

The population of children under 5 years is expected to rise by 5% between 2008 and 2033, which suggests that there will be an increasing population of children of nursery age over the medium to longer term in Greater Manchester. We therefore anticipate there would be sufficient demand from the local area to fill the nursery places we plan to provide in the new school.

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

The same model of nursery provision will be used in the new school as is used in SS Simon and Jude's and which is planned for the new school in Great Lever, Bolton. We believe the addition of a nursery at the new school would provide an extra year (or two) of high quality provision that could develop children's skills in the three prime areas of the early years framework, with a particular focus on developing Communication and Language skills as well as introducing children to early Reading and Mathematics skills, so they are school ready. This would ensure that children are better prepared for KS1 and, over the long term, achieve higher standards at the end of Key Stage 1 and 2.

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

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

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

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

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

We have included at Annex C the text we have used to describe our plans for Great Lever Primary School and Gorton Primary School to the parents and carers of children in the local communities.

We know that the learning model and ethos of SS Simon and Jude's is very popular with the parents of pupils at the school, so we have every reason to expect that the new free schools, modelled on the provision at SS Simon and Jude's, will be equally popular with parents and pupils alike.

As a Trust we pride ourselves on providing a learning environment that engenders high levels of self-confidence, good self-esteem and resilience and a respect and tolerance of pupils from all backgrounds, religions and beliefs. We are confident that we can achieve the same standards in the new free schools, through using the same learning model and embedding the same learning, safeguarding and SEND policies that are implemented across the Trust.

Annex C demonstrates that we have explained our planned approach to local parents and carers and have sought their written feedback on our plans for the new free

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

schools. We anticipate a high level of support but will also be open to adjustments where these are supported by a majority of respondents to our enquiry.

Once we have confirmation from the Department regarding the progression of this application, we will develop and implement a strong stakeholder and press engagement strategy, in order to further engage and seek views of our stakeholders in the local areas.

We are excited about the prospect of introducing two other outstanding schools to the two areas and look forward to building supportive and aspirational learning communities.

## Section F – capacity and capability

Please note:

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

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

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

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

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

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

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

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

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

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

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



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[Add lines as appropriate]

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

**CVs for all the personnel mentioned in the section below appear in the annex to this form.**

The trust has access to a range of high quality individuals whose skill sets cover the requirements for a team to deliver the pre opening phase of both schools.

The Team will be chaired by [REDACTED] an experienced and successful NLE who is the executive principal for the MAT including the outstanding SS Simon and Jude, Bolton, the initial sponsoring school within the group. Simon is now centrally employed by the MAT and can deliver a time allocation flexibly to deliver the project to opening. Simon will continue to be the overall executive principal for the new Free schools as they enter the MAT.

The Trust has looked at the skills required to put together a pre opening project team and assembled those individuals that already work within the MAT and have the time available to take on additional work. Where the skills required are specialised or currently not cost effectively provided within the MAT e.g. HR, Legal and Building Regulation we have brokered agreements with our existing professional partners to ensure that the Trustees and LGB have access to the correct advice going forward. The individuals concerned from each of those professional partners have been named in Table F1a.

It is envisaged that the pre opening group will be constituted as a sub group of the Trustees and report directly to them on the process of the projects. The group will, alongside representatives of the department, put in place a suitable timetable of meetings and devolve responsibilities to members of the group in order to effectively deliver the project on time.

In relation to the Bolton proposal, the LA itself requires over 400 places and particularly in the "Central" and "Great Lever" wards. The LA have a policy of only allowing expansion up to 2 forms of entry and have currently expanded all schools in the area to that size, irrespective of current performance. SS Simon and Jude is doubly oversubscribed for reception admission, as a result and this leads us to believe that there is a ready market with parents for another local outstanding school. SS Simon and Jude also undertook a £400k build to provide additional facilities to allow for the opening of a 3 year old and 2 year old nursery provision. Such was the demand for places that the provision is now full offering only part time places. (52 3yo and 32 2yo) After initial and very limited advertising, the places were allocated within 8 weeks.

In relation to the Gorton proposal, Manchester need in excess of 1000 places and the Gorton area is a high priority for basic need. Again despite the school being in Special measures prior to academisation, reception was oversubscribed and we have reduced nursery from full time to part time to accommodate increased demand in the local area. We appreciate however that more work will be needed in the Gorton area

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

as we are building up the reputation of St James at the same time as promoting the proposed school.

In both cases with an expected opening date of September 2017 for the first reception intake, much work needs to be done to establish the brand locally so that parents making their primary school preferences in the autumn term 2016 are clear about their options.

The Trust intends to serve the local people and children in the area in a non-selective way and will duplicate the current admission arrangements at SS Simon and Jude. These are secular and do not include any church criteria.

The strategy for the MAT's expansion includes the development of Free Schools as a key component. We will ensure that sufficient time and funding is allocated to the pre opening phase to ensure the reputation of the trust is further enhanced by any new provision.

## 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>
Legal	Pre opening	Bought in Support from [REDACTED] This continues the current arrangement of the Trustees
HR	Pre Opening	Bought in Support from [REDACTED]. This continues the current arrangement of the Trustees
Building Technical Issues	Pre opening	Bought in Support from [REDACTED] This continues the current arrangement of the Trustees

[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

Local Governing Body consists of 2 parents, 2 community, 2 staff, the School Principal, a Director of the Trust and up to 2 co-opted governors.  
 In a Church school the 2 community governors will be nominated by the PCC/Diocese.  
 Governor appointments are subject to Director Approval ensuring the correct skill set with local representation.  
 Where there are skill shortages trustees will appoint.

Academy Board  
(Members)

Strategic Governing Board  
(Directors/ Trustees)

school will be delegated powers in direct relation to their proven level of competency.

All staff to be employed by the academy board and deployed in the appropriate school base

The school principal is responsible to the LGB and the Exec Principal, who is in turn responsible to the Trustees/Directors

```

graph TD
    SGB[Strategic Governing Board  
(Directors/ Trustees)] --- LGBA[Local Governing Body "A"]
    SGB --- LGBB[Local Governing Body "B"]
    SGB --- LGBD[Local Governing Body "D"]
    SGB --- LGBE[Local governing Body "E"]
    LGBA --- SSJ[SS Simon and Jude, Bolton]
    LGBB --- KL[Knowsley Lane, Knowsley]
    LGBD --- GJ[St James, Gorton]
    LGBE --- GL[Great Lever Free School]
    LGBE --- GS[Gorton Free School]
        
```

We plan to retain the existing Trust governance structure, as the new free schools will become part of the Trust. However, we will also appoint a local governing body for each of the new schools. [REDACTED]

[REDACTED]

In relation to the Gorton school an experienced Chair with over 20 years' experience in Manchester, 15 as chair, has been identified to lead the LGB. [REDACTED] was the [REDACTED]. Until September 2014 and governance was rated as outstanding. Ofsted noted "**Governors hold the school to account very effectively by asking probing questions about how well the school is doing and where it could do better and by setting challenging targets as part**



## **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**

***of the executive headteacher's appraisal. They make sure that pupils' achievement is considered when making decisions about teachers' pay, and that the school's finances are well managed and sound.***

The Trust has yet to identify the other members of the LGBs but approaches to Academy ambassadors will be made should the correct skill set not be found within the representation model.

As the Trust develops and grows then we will introduce a **strategic regional board** to monitor the work of geographic hubs of schools that sits between the LGB and the directors. These boards will consist of the chairs of the LGBs and a Trustee with responsibility for the Hub assisted by the Exec Principal. These regional boards will monitor against the agreed objectives for each school and report variances to the directors/ trustees.

### Roles and responsibilities of Governors

The members, having set the strategic vision and aims of the trust, have delegated the day to day running of the Trust to the directors. The Directors (trustees) have adopted a comprehensive scheme of delegation to the exec principal, LGB and school principal that allows for earned autonomy. This falls in line with both the Academies Financial Handbook Sept 15 and the Governance Handbook Nov 15

The directors have put in place a robust educational monitoring programme outlined below to keep themselves informed about the academic status of each school. RO visits and Annual Audit perform the same function for financial probity. Governors will also examine the annual comparative data supplied by the DfE. Lancaster Maloney are contracted to provide an estate development plan.

### Monitoring of school performance

The Trust officer for Pupil Outcomes will be an experienced and well respected head teacher who has first-hand knowledge of all of the stages of development in a school from Special Measures right through to Outstanding and can offer help and guidance from a clear and credible platform. A candidate who meets these criteria and in addition has successful experience of Outreach work in a variety of schools, and is accredited as an SLE by our local Teaching School has been provisionally identified and will be the next person employed by the trust centrally.

Each school in the Trust saves and shares data on a regular basis through the trusts preferred system, Target Tracker. This allows for comparison of pupil performance, early identification of potential issues and also the location of more successful practice on which to draw. Data in the Trust is the living example of a self-improving system. Annually

## **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**

governors will compare performance to National figures to gauge progress and will review the Ofsted performance dashboard

The annual grade provided to the school will be a Vantage grade and allow for the greater self-determination in the school as mandated by the scheme of delegation.

Monitoring is important and each school will receive a minimum of one whole-school evaluation visit from a team of qualified and experienced peers led by a current or recent Ofsted inspector. Schools deemed to be operating at Vantage grade 3 will have a 6 monthly review visit and a school operating at Vantage grade 4, will have a termly review visit. In addition, regular half termly Principals meetings and 6 annual visits from the Trusts Pupils Outcomes Officer will ensure both support and challenge in equal measure. Individual school improvement plans are also subject to agreement with the schools Pupil Outcomes Officer and the results of all visits are fed directly to the LGB accountable for standards within the school.

Should a school fail to make the required progress, or regress in its grade, the directors would take action to reduce the authority or disband the LGB and replace with an IEB of directors and/or educational experts to bring the school quickly back to its expected trajectory.

### Conflict of interest

At this stage, we do not anticipate any specific conflicts of interest; although we have in place a conflicts of interest policy that clearly states how any conflicts of interest would be recorded and managed.

We are confident that our existing governance model for the Trust and its individual schools will continue to ensure strong accountability once the new free schools join the Trust.

The current executive business manager [REDACTED] works across the trust and reports directly to the trustees on matters of budget and finance. This is backed up by termly independent RO reports sent directly to the Chair of trustees and of course annual Audit reported to the Audit committee and the Members. All of these processes would be extended into the new schools to ensure probity and value for money.

### Local Accountability

The Board believes that best results will be achieved when each school's Local Governing Body receives a level of responsibility and autonomy appropriate to its specific circumstances.

Where the school is in an Ofsted category, there will be close supervision of the school by VANTAGE through its Officers. Where a school is Good or Outstanding, minimal

## **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**

day-to-day supervision by VANTAGE is needed and the LGB will operate with maximum autonomy.

For local governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously.
- Acknowledged by the lead professionals in the schools and accountable to the Trust Board
- Supported by the appropriate authorities in that task.
- Willing and able to monitor and review their own performance.

We would expect that the core business of each Local Governing Body to be:

- Reviewing and monitoring the **Academy Improvement Plan**
- Monitoring and reviewing **Progress & Attainment**
- **Financial Accountability**. Making sure that the delegated budget is on track and that the delegated money is spent well
- Reviewing and monitoring the **Curriculum**

Vantage believes that at LGB level it is important that the community of the school has a positive role in holding the school to account. Recognising that sometime local solutions are better for local issues. Therefore our first instinct is to seek the skillset that we need for sound governance at a local level from the local community.

Should this not prove possible then Directors will appoint appropriate governors to fill the skill gap.

The school uses a cloud based system “The Trust Governor” which allows for free access for all governors and directors as well as paperless meetings. All meetings local and directorial are clerked by the same professional and independent clerk giving consistency of approach and an external overview of the running of the various committees.

\*A detailed programme for delegation appears in the appendix.

- 

## **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>
[Add text here. Table expands]

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

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

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

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

## Section G – budget planning and affordability

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

Please:

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

### G1 – budget planning and affordability

We know that the financial health of SS Simon and Jude's is good, as we have recently received a benchmarking report card from the Department and the EFA, which clearly shows that we perform well, in particular with regard to our revenue balance and our efficient spend on back office staff (a copy of the report card is available on request).

For the nursery element of the new free schools, we expect all the sessions to be taken up by local authority funded places for three- and four-year-olds and for the most disadvantaged two-year-olds.

As is currently the case at SS Simon and Jude's, this LA funding will cover the staffing and other costs of the nursery provision and will mean that it is independently viable without any reliance on the core funding for the main schools.

We anticipate the staffing costs for each nursery (one at Great Lever Primary and one at Gorton Primary) to be as outlined in the table below:

[Redacted Table Content]		
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In addition, the anticipated income generated through funding for the free nursery places, plus additional deprivation funding (DF) is set out in the table below:

**G1 – budget planning and affordability**

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

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

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

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



## Annexes

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

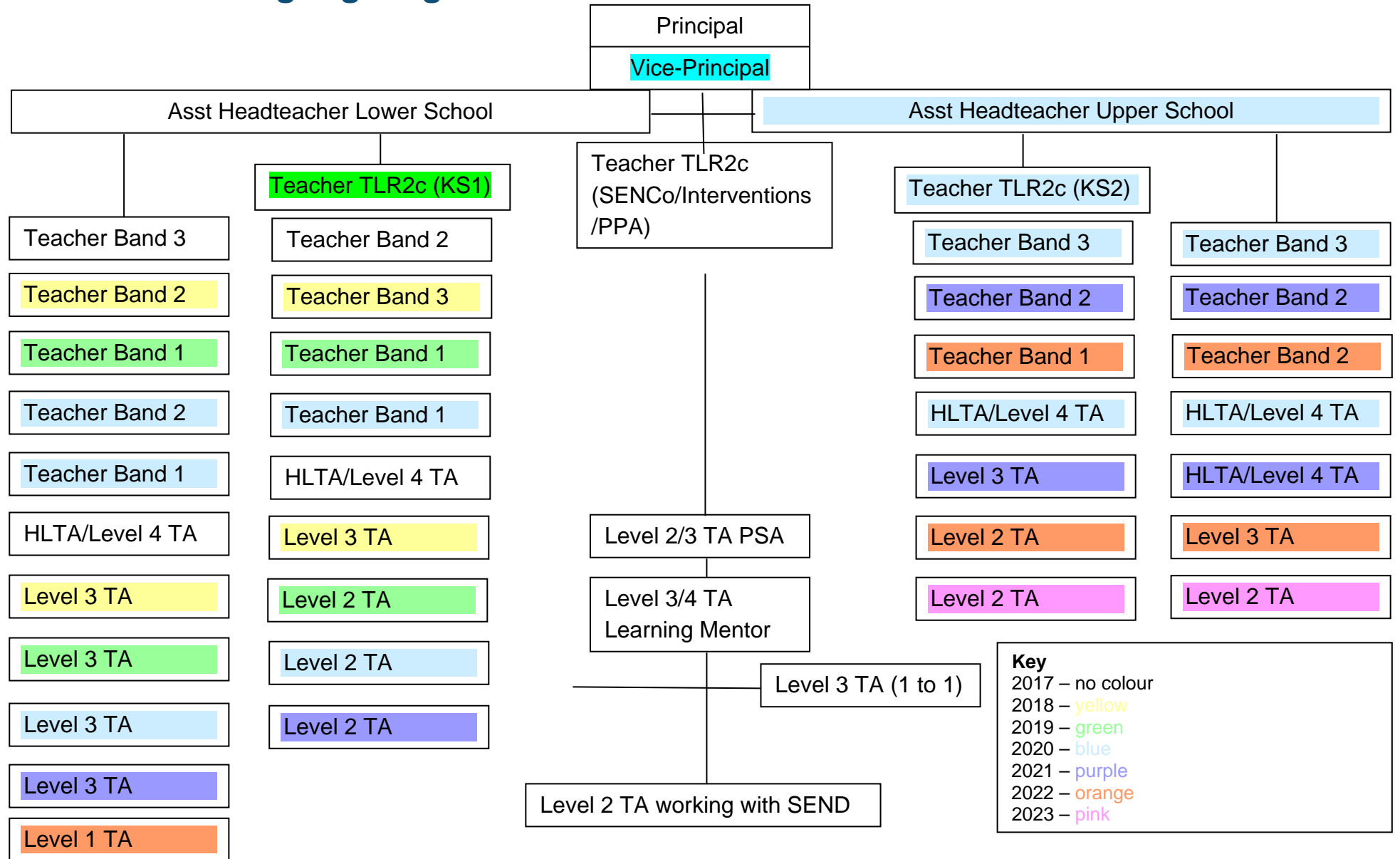
- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary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

## Annex A: CV template

CV template		
1	Name	
2	Area of expertise (ie education or finance)	
3	<p>Details of your last three roles including:</p> <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> <p>This should cover the last four years. If not, please include additional roles</p>	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <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	<p><b>For education only:</b> 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 <b>16 to 19</b>, average point score per entry and</li> </ul>	

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

# Annex B: Staffing organogram



**Key**  
 2017 – no colour  
 2018 – yellow  
 2019 – green  
 2020 – blue  
 2021 – purple  
 2022 – orange  
 2023 – pink

## Annex C: Text of letter to parents/carers

Dear Parent/Carer

We wish to let you know about our plans to open a new primary school in [insert area], which will serve the immediate and surrounding communities.

The proposal is to open the primary school under the Government's free school scheme, and for the school to cater, once at capacity, for 420 pupils. As the sponsor of the new free school my staff and I would welcome your response to our proposals, which we hope will lead to the establishment of a fantastic new school for the local community.

As well as catering for 420 pupils from reception to year 6, the new school will also have an on-site nursery, which will cater for up to 52 children aged between two and four. The Principal Designate for the new school is [insert name], who is currently [insert role].

Our proposal is for school to open in September 2017 and that it will, in the first instance, admit 60 pupils in reception only, plus up to 50 children in the nursery. Subsequent years will see 60 reception children join each year, until the school reaches full capacity in 2023.

The school will provide a broad and balanced curriculum for your children, including a strong focus on English, mathematics and science, as well as computing and other subjects such as personal, social, citizenship and health education. We will also incorporate the international primary curriculum into your children's weekly timetable, which we have found to inspire and engage pupils with a wide range of activities that cut across different subjects such as history, geography and languages.

We are excited about the prospect of bringing another excellent school to the local area and hope that you will support our plans. Please do let me have your feedback and comments via email (insert email address) or by post to: [redacted]  
[redacted]

We look forward to hearing from you.

Yours sincerely

[redacted]

[redacted]

## Annex D: Evidence of Need and Financial Health

The Government's Basic Need Scorecard (2014):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/459798/2014\\_Basic\\_Need\\_Scorecard.xlsx](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459798/2014_Basic_Need_Scorecard.xlsx)

Office for National Statistics – Bolton population growth estimates:

<http://www.ons.gov.uk/ons/rel/snpp/sub-national-population-projections/2008--based-projections/index.html>

Office for National Statistics – Manchester population growth estimates:

<http://www.ons.gov.uk/ons/rel/snpp/sub-national-population-projections/2008--based-projections/index.html>

National Day Nurseries Association (NDNA) article:

<http://www.daynurseries.co.uk/news/article.cfm/id/1573877/Most-nurseries-may-not-offer-30-hours-free-childcare>

Family and Childcare Trust research - Childcare in Schools for 2-4 year olds in Wigan and Bolton (April 2015):

[http://www.familyandchildcaretrust.org/sites/default/files/files/childcare\\_in\\_schools\\_2-4s-version1.1-april-2015.pdf.pdf](http://www.familyandchildcaretrust.org/sites/default/files/files/childcare_in_schools_2-4s-version1.1-april-2015.pdf.pdf)

SS Simon and Jude's C of E Primary School Ofsted report (January 2016):

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138957>

## Annex E: Detailed scheme of delegation – related to section F2

Delegation model based on a Good or Outstanding school				
Finance	Trustees/Directors	CEO	LGB	Principal
<b>Set strategic objectives of the Trust &amp; Academies</b>	Determine – for the Trust & Academies	Develop – in the case of the Academies in consultation with LGB & Principal	Recommend	Consult – in the case of their Academy
<b>Deliver strategic objectives of the Trust &amp; Academies</b>	Review	Deliver	Review	Deliver
<b>Scrutiny</b> – review & challenge progress of the Trust against its strategic objectives and KPIs	Review – progress of the Trust & Academies	Report Review - reports from the LGBs/Principals	Review – progress of the Academy Report – progress to the CEO & Board	Report – progress of the Academy to the LGB
<b>Compliance: Funding Agreement</b> – comply with all obligations including the Academies Financial Handbook	Review	Deliver	Comply	Comply
<b>Compliance: Regulatory</b> – with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety)	Review	Deliver Report – to Board	Review	Deliver Report – to LGB & CEO
<b>Compliance: Financial Oversight</b> - ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	Determine – policies to ensure compliance Review	Deliver Report – to Board	Review	Deliver Report – to LGB & CEO
<b>Compliance</b> – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	Determine – policies to ensure compliance Deliver		Deliver	

Finance	Trustees/Directors	CEO	LGB	Principal
<b>Appointments of Trustees and Governors</b> – ensuring processes in place for appointment of trustees (including ensuring that the Trustees and Governors have the skills to run the Trust and the Academies)	Determine – policies and criteria for the selection of Trustees and Governors  Review – the Board’s own performance  Review – performance of the LGBs	Report - to the Board on the performance of the LGBs  Review - annually the size, structure and composition and skill Determines of LGBs  Recommend – if appropriate changes to the size and composition of the LGBs	Review - procedures for the election of staff and parent governors of the LGB  Review – own performance	
<b>Appointment of the Responsible Officer and Audit Committee</b>	Deliver - appoint Responsible Officer and the Audit Committee	Deliver – the Responsible Officer role		
<b>Appointment of Clerk – Board and LGBs</b>	Deliver - appoint the clerk to the Board & LGBs		Consult – in connection with the appointment of the LGB clerk	
<b>Policies – review and approval of Trust Wide Policies</b> (including admissions, DBS, charging and remissions policies, health & safety and safeguarding)	Determine	Deliver – presenting policies to the Board for approval  Report -non-compliance to the Board	Review – all policies approved by the Board and Academy specific policies	Deliver –  Report – non-compliance to the LGB and the CEO
<b>Prepare terms of reference for LGB’s and Committees</b>	Deliver & review Annually	Develop		
<b>Training programme for trustees and governors</b>	Deliver	Develop	Deliver	



Education	Trustees/Directors	CEO	LGB	Principal
<b>Academy Development Plan</b> - for each Academy in line with strategic aims of the Trust	Determine - the Academy Development Plan in consultation with the appropriate LGB	Deliver - drafting and agreeing the Academy Development Plan	Recommend - Academy Development Plan to the Board	Work with the CEO in producing the Academy Development Plan  Review - the Academy Development Plan
<b>Key Performance Indicators - setting</b> and reviewing performance of the Trust & the Academies	Determine - Trust wide and Academy KPIs  Review - performance against KPIs	Consult - with the LGBs and propose KPIs to the Board  Receive reports - from the LGBs and report performance of the LGBs against KPIs	Recommend - targets for performance of the Academy to the CEO  Review - performance of the Academy  Deliver - holding leadership to account KPIs	Deliver - performance of the Academy against KPIs  Report - performance of the Academy to LGB
<b>Quality of Teaching</b> - ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes	Review - the work of the CEO	Deliver - supporting the Academies and intervening where appropriate	Review - at the Academy	Report- strengths and concerns in the quality of teaching to LGB
<b>Curriculum</b> - setting the curriculum for the Academies and reviewing its effectiveness	Determine - curriculum and standards  Review - effectiveness across Trust	Deliver  Recommend	Consult  Review	Deliver
<b>Pupil Premium</b> - reviewing and challenging the value for money/ ROI of the Pupil Premium in terms of educational outcomes and narrowing the achievement gap	Review	Report - to Board effectiveness of use of the Pupil Premium across Trust	Determine & Review - how Pupil Premium is spent at the Academy	Deliver  Report - on effectiveness of use of the Pupil Premium

<b>Education</b>	<b>Trustees/Directors</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>
<b>Set admissions policy</b>	Deliver	Develop		
<b>Admission decisions</b>			Deliver	Consult
<b>Collective worship arrangements for school without religious character</b>			Review	Deliver
<b>Student issues</b> (including attendance, exclusions, punctuality and disciplinary matters for each Academy)	Review	Review delivery	Receiving reports from the Principal Report any material issues to the Board and the CEO	Deliver –in accordance with Trust and Academy Policies Report – to the LGB on any material issues
<b>Academy Hours</b> – setting the opening and closing times for the Academies	Determine – in consultation with LGBs		Consult – with the Board	Comply
<b>Term Dates and length of school day</b>	Determine – in consultation with LGBs		Consult – with the Board	Comply
<b>School lunch</b> – ensure provided to appropriate nutritional standards			Review	Deliver
<b>Provision of free school meals to those meeting criteria</b>			Review	Deliver

<b>Finance</b>	<b>Trustees/Directors</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>
<b>Funding Model</b> - agreeing a funding model across the Trust and develop an individual funding model for the Academies) so as to the secure the Trust's financial health in the short term and the long term	Determine – in consultation with the LGBs	Recommend a funding model to the Board for approval  Review	Consult – with the Board  Review - compliance with the overall financial plan for the Academy	Comply
<b>Trust Annual Budget</b> – formulating and setting the Trust wide budget	Determine	Deliver - on preparation of Trust budget and present to the Board for approval  Review – submission of Trust budget to the EFA		
<b>Academy Annual Budgets</b> – formulating and determining the proportion of the overall budget to be delegated to each Academy (including uses of contingency funds/ balances)	Determine	Deliver - on preparation of Academy budgets in consultation with the LGBs and present to the Board for approval  Review – submission of Academy budgets to the EFA	Consult - with CEO in respect of the Academy's requirements  Comply	Deliver  Comply
<b>Expenditure and ensuring delivery of Annual Budgets</b>	Review	Report – to the board any material issues with delivery against the Annual Budget by the Academies  Receive reports – on matters of concern in connection with compliance with the Annual Budgets	Review  Report - to the CEO any issues with expenditure or compliance with the Annual Budgets by the Academy	Report – to the LGB any need for any matters of concern in respect of the Academy's annual budget

<b>Finance</b>	<b>Trustees/Directors</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>
<b>Reporting:</b> financial reporting and KPIs	Determine	Deliver	Review	Deliver
<b>Delegated Budgets and Finances</b> - in the form of a scheme of delegation of financial authority to the Academies	Determine	Deliver – on recommending financial limits to the Board  Review – effectiveness of limits	Review Delivery– Academy  Comply - adherence to limits	Comply - adherence to limits
<b>Financial Policies</b> – establishing of policies and procedures to ensure compliance with the Trust’s financial and reporting requirements	Determine	Review – compliance with policies  Report – any issues or non-compliance to the Board	Review delivery - compliance with policies  Report – any issues or non-compliance to the CEO	Deliver – compliance with finance policies
<b>Approving annual accounts</b>	Approve	Deliver – arrange for auditing and filing of annual report and accounts	Comply – by keeping proper records in respect of the Academy and providing such information to assist the Trust in preparation of the Annual Accounts	
<b>Corporate Risk Register</b>	Review delivery	Deliver – management of corporate risk register	Review - Academy risk register	Deliver – management of Academy risk register
<b>Investments</b> – agreeing the investment policy in line with the Academies Financial Handbook and any internal policies and controls	Determine and review delivery	Deliver		

<b>Human Resources</b>	<b>Trustees/Directors</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>
<b>Appointing the CEO</b>	Appoint			
<b>Appointing the Principals at each Academy</b>	Approve -in consultation with the CEO/ LGBs	Recommend – sit on appointment panel along with [two] representatives of the relevant LGB	Recommend – [two representatives] to sit on the appointment panel with the CEO	
<b>Appointing of cross-Trust Staff (in line with recruitment policy)</b>	Review	Appoint and report to the Board		
<b>Appointing Academy Staff</b>			Appoint (in consultation with the Principal)	Recommend
<b>Establishing Trust wide HR Policies</b> (including recruitment , discipline, capability, grievance and absence policies) in accordance with all appropriate regulations	Determine Review	Comply	Review	Comply
<b>Setting Appraisal Performance Management Policy together with pay reviews</b> (in line with the Trust’s pay policy and all statutory regulations)	Review – in respect of CEO Receive reports – in respect of appraisal arrangements and outcomes  Review – any appeals in respect of the Principals and cross academy staff	Review – in respect of Principals and cross Trust staff (and any appeals from Academy staff)Review - and Report – (annually) to the Board on appraisal arrangements and outcomes	Assure – in respect of performance management of Principal  Review – any appeals respect of all other staff	Review – in respect of all other staff  Report – annually to the CEO on appraisal arrangements and outcomes
<b>Setting Terms and Conditions of Employment and Staff Handbook</b>	Determine – and consider any proposals by LGBs to make amendments	Recommend	Consult - report to Board on any suggested changes to the Academy’s terms and conditions	Comply

<b>Human Resources</b>	<b>Trustees/Directors</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>
<b>Dismissing CEO, Principals, senior/ cross Trust staff (in accordance with the Trust disciplinary and capability policies)</b>	Review – in respect of the CEO	Review – in respect of Principals, cross academy staff and senior leadership teams of the Academies  Report – any dismissals to the Board	Review – in respect of the Principal of the Academy	
<b>Dismissing all other staff (in accordance with the Trust disciplinary and capability policies)</b>		Review  Report – to the Board	Review (in consultation with the CEO)  Report – to the CEO	Comply
<b>Reviewing discipline and grievance policy</b>	Review delivery	Recommend	Review - in line with Trust policy	

Central Services	Trustees/Directors	CEO	LGB	Principal
<b>Setting trust wide procurement policies</b> (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy	Determine	Deliver	Comply	Comply
<b>Setting academy specific procurement policies</b> - in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy	Determine	Review	Deliver – in accordance with Trust policy	Recommend
<b>Determining and allocating central services provided to the Academies by the Trust</b>	Determine (in consultation with the LGBs)	Deliver– on recommending the allocation of services to the Board	Consult	Consult
<b>Overseeing the effectiveness of services provided centrally by the Trust</b>	Review	Deliver and report to Board	Report – to the Board	
<b>Asset and Premises Maintenance Strategy</b> – determining use of Academies' premises and ensuring premises are adequately maintained	Determine – Trust wide policy	Recommend	Determine – academy plan in accordance with Trust policy  Review delivery of academy plan	Deliver – in accordance with Academy policy
<b>Acquiring and disposing of Trust land</b>	Deliver	Recommend		
<b>Changing use of Assets</b>	Deliver		Recommend to the Board of any changes to fixed assets used by the Academy	

<b>Central Services</b>	<b>Trustees/Directors</b>	<b>CEO</b>	<b>LGB</b>	<b>Principal</b>
<b>Arranging insurance for the Trust</b>	Review	Deliver		
<b>Media and PR - overseeing public relations activities to project the activities of the Trust and the Academies to the wider community</b>	Review	Deliver – Trust wide activities	Comply	Comply
<b>Academy Prospectus</b>		Review	Deliver	Recommend
<b>Trust Prospectus and website</b>	Review	Deliver		





## 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]		
<b>Achievement of pupils at your school</b>	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p><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. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p><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.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p><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  - progress on financial planning and cash management systems, including appointment of finance director  - budget predictions and resource for ongoing budget management  - trust's plans for ensuring funding agreement compliance  - ensuring adequate systems and controls in place, including accounting software package  please delete this guidance before submitting this form]</p>		
<p><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
<b>1. The roles and responsibilities of the directors/ trustees</b>	Please detail your duties as: <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> Understanding of the strengths and weaknesses of the school.  Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)  Holding school leadership to account	
<b>2. Structure of the board</b>	Accountability system  Structure of decision making	



<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  
for Education

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