



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

**HARRIS ACADEMY SUTTON**

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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"/>	<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"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	x <input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	x <input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input type="checkbox"/>	No
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 you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>

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

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

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

**Print name:** 

**Date: 26 February 2016**

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

Please tick to confirm that you have included all the items in the checklist:	X <input type="checkbox"/>
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# 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**

This is an application in competition with others to open a secondary Free School on the [REDACTED]. Sutton Council are managing the building project to open the Free School in September 2018. The LA have provided all bidders with the justification of basic need and are seeking to establish the School on a campus which will also feature the [REDACTED]. The LA are keen for the school to have a science specialism and focus and to work in practical ways to further children's understanding of the challenges and opportunities of working in health sciences.

Sutton is a Local Authority in which we do not work at present at secondary level (although we have a primary school) but we have schools in neighbouring Merton and Croydon, including a free school in pre-opening. This school would work with them – particularly at Post 16 – and offer specialisms in science and enterprise. Others of our academies have those specialisms although none of our nearby schools do. So in the area this would add a new specialism to those already on offer in our Academies.

All of our secondary schools are Good or Outstanding and 75% of them are Outstanding. This is a record unmatched by any MAT. We believe that parents in Sutton should have a choice of an Outstanding Harris Federation comprehensive school within the variety of schools available within Sutton.

We have particularly good support for science in our schools through our centrally employed Science consultants and innovative links with Universities and Hospitals in enabling students to engage with high level science topics and medical research and practice. We are uniquely well placed to develop and exploit the opportunities of co-location with cancer research facilities and the Royal Marsden.

This would be a school that would be founded on the same principles as our Free Schools at Harris Invictus Croydon and Harris Academy Tottenham. It would also use

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

the methodologies that we have put in place at Chobham Academy, which we operate, and which has achieved Outstanding in all categories in its first OFSTED. DFE colleagues know that our ethos and approaches are tried and tested and that we will open and operate an Outstanding School.

The school would be 11-18. This fits in any case with the aims of Sutton Council and it is important for us that our students have the opportunity to obtain their A levels or Level 3 BTECs with us and have the benefit of the exceptional programmes we run to encourage them to apply and obtain places at top universities. Many of the initiatives with hospitals and university science departments that are set out in Section D are offered through the Federation sixth form enrichment package.

## 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.

	<b>Current number of pupils (if applicable)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7			195	195	195	195	195	195
Year 8				195	195	195	195	195
Year 9					195	195	195	195
Year 10						195	195	195
Year 11							195	195
Year 12				120	120	120	120	140
Year 13					110	110	110	110
<b>Totals</b>			195	510	815	1010	1205	1225

## 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
Maths	4.2		In 50 minute lessons, 33 periods per week
English	4.2		
Science	4.2		
PE	1.67		
RE	0.84		
Geography	1.67		
History	1.67		
MFL	1.67		
Art	1.67		
Music	1.67		
Drama	0.84		
Design Technology	1.67		
PSHE	0.84		
Computer Studies	0.84		

[Add more lines as appropriate]

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

- use the space provided below; and

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

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

We will provide a solid curriculum that prepares students to succeed in a range of subjects. The above plan would apply to Years 7 and 8 and at Year 9 we would introduce options and increase Science to 8 periods a week for those who will take triple Science. We will aim for half the cohort to be taking triple Science given the Science specialism of the School. For those who are not assessed as able to take triple Science we will provide 6 lessons of Science and provide additional Maths and English

The principles that apply here are the same principles that apply in our existing Outstanding Schools.

In terms of our existing programmes with science departments of universities and with hospitals we run the following and would build on that with the opportunities of being on a health related and research rich campus.

Our Science consultants have organised the following:

#### **1. Clinical Skills Taster Days at St George's Hospital Medical School**

Students are able to develop and practice their clinical skills, including trying their hand at measuring blood pressure, peak flow and heart rate, learning how to intubate a training mannequin as well as testing their knowledge of anatomy and reflexes. In addition, there will be lots of information about the different careers in healthcare, and how to go about getting into them. Taught in small groups by [REDACTED], participants will also be able to find out first-hand about life at a 'top' university.

#### **2. Post 16 Science Workshops at Imperial College London**

Students studying 'A' levels in biology, chemistry and physics are given the opportunity to use the laboratory space and resources provided in the ICL Outreach Laboratories on the [REDACTED]. Students in Year 12 & 13 spend a day using equipment, that isn't available to academies, to complete investigations that are outside the science curriculum. A total of 17 days are made available for 'A' level biology, 28 days for 'A' level chemistry and 11 days for 'A' level physics. Investigations include Electrophoresis of DNA fragments for Analysis, Probes for genetic markers, Separation of species by thin-layer chromatography, Electro chemistry and NMR, Particle physics (practical approach) and Wave particle duality. Harris students are given the opportunity to tour the [REDACTED] and meet ICL student representatives to discuss



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

courses and life as an undergraduate.

### **3. Animal Research Lab at Imperial College London for 'Most Able'**

Understanding the basic biology of infections, injuries and chronic diseases is an essential step in finding new treatments and cures. From cancer to malaria and war wounds to heart disease, research using animals forms an important element of Imperial's work. Students are invited to visit the animal research labs and discuss in an open forum the pros and cons of animal experimentation.

### **4. 'Most Able' in Year 9 programme at King's College London's School of at the Museum of Life Sciences**

Each whole day session is for a small group of Y9 students. Some sessions are delivered by eminent scientists such as [REDACTED] ([REDACTED] [REDACTED]). Sessions offered include BIODIVERSITY & EVOLUTION, MICROSCOPY, THE CHEMISTRY OF DRUG DEVELOPMENT, MOVEMENT and WHAT ARE WE MADE OF? Students are given the opportunity to tour the Guy's Hospital Campus.

### **5. BTEC L3 Applied Science Workshops at KCL and ICL**

Students studying BTEC L3 Applied Science in Y12 and Y13 are given the opportunity to use equipment and resources that are not available in academies. Workshops have include Electron and Light Microscopy, Chemical Synthesis of simple pharmaceutical agents and investigations of efficiency of motors and simple machines.

### **6. Sponsorship of Science week events**

The Harris Federation makes money available to Science Departments to cover the cost of activities provided by external facilitators. Activities that have been bought in include 'Living Eggs' - chicken hatchery, 'Meet the Zoo'- zoo animal handling for secondary schools, Big Bang Fair and others.

We also have a programme aimed at the most able and starting in Year 9 and then following on until they apply for top universities:

In Year 9 in addition to some of the above:

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

- Masterclass on 'sending sound electronically'
- Visits to Science or Natural History or Greenwich Observatory or Maritime museums

Year 10

- Bespoke medical day at Barts School of Medicine for aspiring medics
- Visit to Blizard Institute for biomedical research
- Lecture at Oxford University from [REDACTED] on recent cancer research findings
- Harris Experience Summer School – 2 days of lectures on biomimicry and biomecatronics with [REDACTED] from UCL
- Harris Experience Summer School – 2 days of lectures on Euclidian geometry with [REDACTED] from Open University

Year 11

- Lecture from Harris alumnus in aspiring for medical careers

Year 12

- Academic seminar on aeronautical engineering with [REDACTED] from Imperial
- Academic seminar on number theory from [REDACTED] from Imperial
- Academic seminar on genetics from [REDACTED] (Harris Bromley)
- Academic seminar on medicine/biochemistry with [REDACTED] from KCL
- Panel of students working across the year on King's Muscle Lab research at Guy's Hospital.
- Mentoring scheme for 30 students run with King's Health Partners
- Villiers Park residentials for RG students – on various scientific topics
- Summer schools including Sutton Trust science schools

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

- K+ students working with King's College on science-related programme
- Medview at King's College
- MeDCAS at Barts Hospital
- UCL Unilink Science

We can offer this level of extra curricular activity because we not only have central science consultants who support teaching and learning in our schools but also we have a post 16 team with individuals tasked with getting children from our schools to raise their aim and expect to complete for places at Russell Group universities.

Please note that the programme above covers students taking BTEC Level 3 Applied Science courses as well as A levels. We are aware that Sutton Council feel that there is a shortage of good research technicians as well as graduate scientists.

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

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

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

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

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

The principles that apply here are the same principles that apply in our existing Outstanding Schools. Harris Federation has used its resources to work innovatively to design schemes of work in all subjects and to track back from expected new GCSE scores in 5 years time to give assessment tools to teachers that enable them to set stretching targets and to assess their students progress towards GCSE from Year 7 upwards.

### **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.

<b>D3 – a staffing structure that will deliver the planned curriculum within the expected income levels</b>
We will use a staffing structure similar to our existing schools.

### **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.

<b>D4 – the school will be welcoming to pupils of all faiths/world views and none</b>
As our existing Schools

## 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**

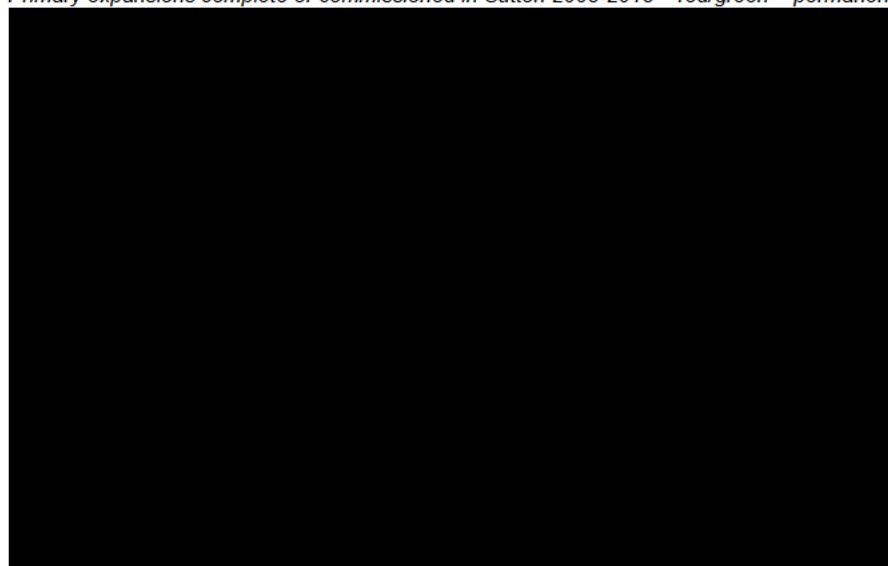
##### **Information from Sutton Council provided to all 3 bidders**

Sutton has experienced significant growth in pupil numbers as a result of a growing birth rate, inward migration and pupil yield as a result of housing.

ONS data shows that the number of births in Sutton has risen from 2,131 in 2002 to 2,568 in 2007 and up to 2,751 in 2014. As a result, the demand for primary school places in Sutton has increased significantly over this period. 21 of the borough's primary schools have (or are in the process of being permanently expanded), with a number of schools also admitting "bulge classes" in that period.

As the map below shows the spread of expansions across the Borough has been relatively widespread across the Borough.

*Primary expansions complete or commissioned in Sutton 2008-2018 – red/green = permanent expansion, blue = bulge*



The vast majority of the additional places created in primary schools have been taken up and there remains relatively little spare capacity in the primary sector at present. As increasing rolls

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

come through the Borough's primary schools there will be a corresponding increase in demand in the Borough's secondary schools.

In response to primary growth, the London Borough of Sutton has commissioned the expansion of 10 of its 14 secondary schools as part of phase 1 and phase 2 of its secondary expansion programme. Nevertheless, given the relative popularity of the Borough's schools and the extent of primary growth this is not expected to be sufficient with at least one and probably two new secondary schools required in the medium term.

- 

### Year 7 demand profile in Sutton

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Projection for Yr 7	2946	2994	3064	3247	3418	3538	3580	3628	3630
Permanent PAN*	2919	3084	3084	3084	3084	3084	3084	3084	3084
Need in Forms of Entry (FE)	2	0	0.5	6	11	15	16	18	18

The above table identifies the key information from the Council's secondary projections. Capacity at Year 7 in the Borough's secondary schools including the additional capacity created by those projects in phase 1 and phase 2 of the secondary expansion programme are included in the table. The table identifies a need for a further 15 forms of entry by 2020. It should be noted that the above profile currently assumes a relatively high transition ratio from year 6 to year 7 and a relatively high proportion of pupils attending schools from outside of the Borough (based on previous patterns) as well as a positive cohort survival rate through primary schools. It should also be understood that as new secondary schools are built on the Borough's borders some of these cross border assumptions in the Council's projections model could change over time reducing the projection back down. However, even allowing for some 'sensitivity' in these factors it is highly likely that 2 new secondary schools will be required in the Borough by 2019 or 2020.

Whilst there is an existing 8FE approved free school in Sutton (Greenshaw Learning Trust) there is no site currently available for this school and as such, there is a compelling and urgent need for a new secondary school in the Borough from 2018.

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**

At this stage we have only been able to produce a brochure for parents and have that on our website. We understand that the other two bidders were invited to address a meeting of primary school heads, but we unfortunately missed out on that opportunity to engage as we were not informed . We have attended a meeting of the Sutton Secondary Heads and Chairs Group and presented and answered questions there.

We know from the popularity of our schools in neighbouring LAs that once approved we will be able to engage successfully. It is a little difficult to do that at present when we are in competition with 2 other groups and cannot make firm commitments or promises.

## 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.

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

[Add lines as appropriate]

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

Not applicable – you know our strengths in the preopening phase

## 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>
None		

[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**

This School will fit within our existing governance structure with a Local Governing Body the same as our other schools. Please see our previous bids. Our governance is strong because our [REDACTED] or our [REDACTED] sit on all secondary Governing Bodies to ensure the correct level of challenge to our Principals.

OFSTED always rate our Governance as Outstanding

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

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

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

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

[Add text here. Table expands]

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

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

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

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

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

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

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

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

Please:

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

### **G1 – budget planning and affordability**

You know our budget planning and financial management is excellent and we understand we do not need to complete this section or the spreadsheet.



## 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.

**These have been deleted to save paper when printing as they don't apply**

## CV template

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

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

## Self-assessment form for independent schools

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

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<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
<p><b>1. The roles and responsibilities of the directors/ trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p><b>2. Structure of the board</b></p>	<p>Accountability system</p> <p>Structure of decision making</p>	

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



Department  
for Education

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