



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

Kings Leadership Academy Padgate

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	Y <input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	Y <input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	Y <input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	Y <input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	Y <input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	Y <input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	Y <input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	Y <input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	Y <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?	Y <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?	Y <input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	Y <input type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<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 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	Y <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
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	Y <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: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

The vision of the Great Schools Trust

The vision of the Great Schools Trust is to:

- Develop excellent ‘world class’ academies that allow all pupils, irrespective of starting point or background, to access university or a career of their choice and succeed in life
- Serve as a catalyst and model for system-wide reform that will allow more children to access high quality education and gain greater success in life

The present context of the Trust

The Great Schools Trust (formerly Great Schools for All Children) was formed in 2011 as the parent company for Kings Leadership Academy Warrington which opened as a Free School in 2012.

In 2015 the Trust was awarded ‘sponsor’ status.

Presently the trust has rebrokered two further academies The Hawthornes Free School in Sefton and Kings Leadership Academy Liverpool (formerly University Academy Liverpool).

On the 15th January 2015 the Trust was accredited as a fast track provider of Free Schools similar in nature to Kings Leadership Academy Warrington. A letter of accreditation is included with this application.

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██

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Geographical spread

[REDACTED]

[REDACTED]. We will be mainly seeking opportunities to expand in Liverpool, Sefton, Knowsley, St. Helens, Wirral and Warrington.

Rationale for the proposal

Kings Leadership Academy Warrington was judged to be good by Ofsted in 2014 with outstanding leadership, behaviour and safety. The academy is presently heavily oversubscribed with, in March 2016, over 200 first choice applications for the 120 places it offers in Y7 and some 400 parents placing the academy in their top three choices on transfer to secondary school.

The performance of neighbouring schools:

School	Ofsted	5 'A*-C' inc. E & M	Progress 8
Sir Thomas Boteler	Special measures	32%	971.6
University Academy Warrington	Requires improvement	45%	970.2

This application is to open a second '11 – 18' Free School in Warrington so as to enable more parents to gain their first choice of secondary school and to continue to raise educational standards in Warrington.

In 2015 the Warrington Free School was visited by the Prime Minister who, during the televised leadership debate for the last general election, stated that "King's Leadership Academy in Warrington is a fantastic example of a school offering children the best start in life."

The age range for the proposed Free School

Kings Leadership Academy Padgate will, if the bid is successful be a mixed '11 – 18' secondary school catering for pupils in the [REDACTED] areas of Warrington.

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

The rationale for 6th Form provision

UCAT, the present sponsors of University Academy Warrington, are seeking permission to close the sixth form at the academy. Sir Thomas Boteler is an 11 – 16 school. By opening a second Free School in the area with the same ethos as Kings Leadership Academy Warrington we will be able to produce joint 6th Form facilities with the new Free School offering vocational courses post 16 to support the academic programmes to be offered by the present Free School.

GST's vision for King's Leadership Academy Padgate

To create a second character education based, fully inclusive Free School which will stand alongside Kings Leadership Academy Warrington as a beacon of excellence in securing the highest possible standards of education in the area.

We see the Kings Leadership Academy Padgate as:

- A further driving force for a significant step change improvement in the outcomes and life opportunities for the young people of Warrington
- A 'leading edge' education provider for young people which will evidence how it is possible to gain high quality outcomes, irrespective of individual starting points, that will transform their lives by enhancing access to higher education
- Delivering a curriculum which, in Key Stage 3, will have a strong academic focus whilst developing each pupil's character, resilience, social and leadership skills through our national award winning character education programme
- Delivering a curriculum in Key Stage 4 which will continue to develop character, resilience and leadership within the academy's commitment to all pupils being successful at G.C.S.E. in terms of 5'A*-C' including English and Mathematics; gaining an EBacc qualification and achieving well in Progress 8
- The academy will, in certain cases, offer vocational options in Y9 and Y10 with appropriate aged related qualifications to enhance employment prospects
- Delivering a vocationally based post 16 programme to complement Kings Leadership Academy Warrington.

The mission of Kings Leadership Academy Padgate

To develop in each of our pupils the academic skills, intellectual habits, qualities of character and leadership traits that are necessary to succeed at all levels and become successful citizens in tomorrow's world,

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

Academic skills:

The development of study habits, learning strategies, personal organisation and time management to help our pupils master their learning

Intellectual habits:

The development of sustained attention; fierce concentration; thoroughness in all that they undertake; accuracy in all that they do, meaningful reflection and critical analytical thinking.

Qualities of character and leadership traits:

High in aspiration; achievement focussed; self-aware; professional in all that they undertake; display great integrity; demonstrate respect for themselves, other people and the environment at all times and show the greatest of endeavour in all that they undertake. (ASPIRE)

Successful citizens:

Young people who are:

- highly qualified and digitally literate
- purposefully productive with the ability to think both critically and analytically
- effective communicators who are socially aware and have a strong moral compass
- prepared to make a positive contribution to society

Our Ethos

We firmly believe that if young people feel valued and safe and that their teachers and mentors have their best interests at heart, then they will commit themselves; they will work harder; suffer fewer distractions; become more motivated and achieve more. Research shows that pursuing a character-driven approach to education, based on a firm set of values, is the lever that produces such an ethos. (School Psychology Quarterly 2008)

Our experience of working with young people in mainstream provision settings over many years has been that they will achieve, mature and become responsible young citizens given:

- clear structures and boundaries within an ethos of high expectations and no

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

excuses

- extensive personalised character development programmes based on the Great Schools award winning character education programme
- high quality teaching and learning personalised to meet individual needs
- a data intensive approach to progress so as to determine the correct levels of support and intervention to maximise individual pupil success

Academy freedoms

As set out in Section D, all pupils attending Kings Leadership Academy Padgate will receive 28 hours a week, 38 weeks per year of quality provision plus access to an extensive range of out of hours additional learning support, opportunities, educationally related activities (i.e. music, sport etc.) and outdoor pursuits.

There will be a series of Saturday ‘catch up’ mornings for pupils who are in danger of falling behind.

There will also be a compulsory summer school for all pupils who do not attain the academy’s required attendance target of 97% (verified medical illness will be recognised within this target) or are failing to achieve their agreed end of year target.

To compensate for the longer hours teaching staff will be paid above national pay scales and be eligible for annual performance bonuses

Why character education?

Over 2000 years ago Aristotle noted that all adults involved with young people either help or thwart the young person’s growth and development through the positive or negative behaviours that they model. It is an inescapable fact that our behaviours, either intentionally or unintentionally, shape the formation character in our young people. Character education is thus not optional in a school. It is inevitable, and therefore merits intentional focus and priority status.

- a) In 2003, a study of more than 600 California State schools found a distinct correlation between the strength of the character education that a school offered and its academic scores
- b) In 2008, a study published in School Psychology Quarterly, reported that social-emotional competence, which is closely related to character education, strongly influenced the academic skills of almost 300 third-grade pupils that were included in the study.

There is clear evidence that character education has a positive impact on young people, and when these programmes are planned, intentionally delivered, of high

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

quality and reflective, the impact can be profound. The programme of character education, researched, designed and delivered at King's Academies, were noted as exceptional by Ofsted, and a major determinant of the Trust's success in the 2015 Character Awards.

Why 'character through leadership'?

Helping young people develop leadership skills helps them to further strengthen those essential character traits which will eventually lead to them to becoming resilient and successful learners. By continually offering young people the chance to lead we help them develop greater personal drive as well as increasing their determination to succeed. Team playing, risk taking and developing strategies to influence others are all character strengths that we should encourage in young people.

The Trust has a firm belief that, through its leadership programmes, we must aim to create moments when our pupils can see and believe in themselves as never before and to translate such moments into lessons on their journey to a successful life.

Our outdoor pursuit's partner

Our outdoor pursuit's partner is the Brathay Trust which is based in Cumbria. Brathay has a proven track record of helping young people realise the benefits of stepping outside of their comfort zone; become a better team player and enjoy their first taste of team leadership.

All pupils in Y7 and Y8 will undertake a two day residential at the center.

The Duke of Edinburgh Award will be followed by all pupils in year 9 culminating in pupils being entered for the gold award in the sixth form.

How we will ensure that this vision will be delivered

The proposed vision mirrors the vision for King's Leadership Academy Warrington.

Evidence from the academy's Ofsted report states that:

- Pupils are taught to be leaders. They exhibit maturity beyond their years; they are polite, well mannered, considerate and caring. This is because the academy's core values of integrity, respect and endeavour have become learnt behaviours, leading to a strong and intrinsic motivation to succeed. Pupils manage and regulate their own behaviour well, both in and out of the classroom.
- Inspirational role models are in abundance and pupils speak confidently about their aspirations for the future. The curriculum ensures that they are taught the leadership and interpersonal skills they need to succeed
- The academy has an innovative and inspirational curriculum. Pupils learn traditional subjects in the morning and enjoy a more creative diet in the afternoons. They learn about integrity, personal resilience, prejudice and discrimination; they are confident public speakers. They learn ju-jitsu, conversational French, and recently produced and performed some of scenes

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

from the musical ‘Les Misérables’.

Proposed opening date

It will be possible to co-locate the proposed academy in the new building for King’s Leadership Academy Warrington in its early years until premises can be found. This will enable the proposed academy to open any time after September 2016.

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.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1								
Year 2								
Year 3								
Year 4								

Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals								

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	Hours per week	Mandatory/ Voluntary	Comments
Foundations (Y7 & 8)			
English	5	Mandatory	Includes public speaking
Mathematics	4	Mandatory	
Science	3	Mandatory	Each of these subjects lose 1 hour in Y7 for pupils in Wave 1 for intervention through the Trust's 'Success for all' programme. It is
History	2	Mandatory	
Geography	2	Mandatory	

MFL	3	Mandatory	intended that by the end of Y8 no pupil should still be in Wave 1
ASPIRE	1	Mandatory	GST's PSHRE curriculum
Leadership	1	Mandatory	GST specific programme
Art	1	Mandatory	
Music	1	Mandatory	
Drama	1	Mandatory	
Sport	4	Mandatory	Sports curriculum will have one hour Fencing and one hour jujitsu within the programme
Upper School (Y9,10 & 11)			
English	4	Mandatory	
Mathematics	4	Mandatory	
Science	6	Mandatory	There will be at least one set of pupils (24) taking Triple Science whilst all other pupils will take Double Science
Option A	3	Mandatory	Humanities option
Option B	3	Mandatory	MFL option
Option C	3	Mandatory	Creative Arts option
Option D	3	Mandatory	Free choice option
P.E.	2	Mandatory	Compulsory GCSE for all pupils taken in Y10
ASPIRE	1	Mandatory	
Leadership	1	Mandatory	
6th Form			
All pupils will study 4 A – Levels in Y12 with 6 hours dedicated to each subject. This will be reduced to 3 A – Levels in Y13 with 8 hours dedicated to each subject			

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[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

A summary of the present curriculum plan of Kings Leadership Academy Warrington

Days, weeks and years

- Each academy day starts at 8.15 am with a 15 minute period of silent reading to enhance literacy skills
- The formal curriculum begins with a daily 30 minute house based curriculum, called ASPIRE. This includes 1 weekly assembly, 1 weekly numeracy session and 3 weekly literacy sessions. Whilst pupils undertake certain activities independently, their Academic Tutor undertakes a 15 minute mentoring session with every child once per learning cycle.
- There are 6 one hour lessons each day with the exception of Friday. On Friday there are only 4 one hour lessons with the academy closing at 2 pm for staff training. This produces a 28 hour taught week, or a 30.5 hour taught week when including the morning ASPIRE programme.
- The Trust prides itself on the opportunities available to pupils outside of core study periods. Every Wednesday afternoon (2pm – 4pm) is devoted to enrichment and leadership/character development. This includes a comprehensive academic, creative and physical co-curricular programme, and will also enable pupils to devote a full afternoon to established programmes such as the Combined Cadet Force, Sword Fencing, Ju-Jitsu, Rowing, Music and Drama. Pupils will also undertake a series of school and community based social action projects, charity projects, work experience and complete their training for the Duke of Edinburgh Award.
- All pupils take part in a comprehensive and personalised careers programme throughout years 7-13 that is designed to help complete their Individual Career Plan (Flight-path) and prepare for progression to post 18 education. This will include regular World of Work Speakers, Business Mentors, Workplace Internships, University Visits and University/Career

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

Webinars through our 'Virtual University' Service.

- After hours clubs and activities commence at 4.15 pm and last until 5.15 pm. All academy pupils must enrol in at least one of a wide variety of activities. At present more than 80% of pupils attend more than one club or activity
- There is a Saturday detention or catch up classes for pupils who have been awarded demerits or need to catch up on missing homeworks, etc.
- The academy is open for the same number of weeks as mainstream schools but has a compulsory two week summer school for pupils whose attendance falls below 97% or who have fallen behind in their studies and need guided catch up

Grouping by waves

On entry, pupils are assigned to one of the following waves:

- a) **Wave 1** is designed for pupils whose learning and social needs would benefit from being taught in a small group with specialist primary trained teachers supported by classroom assistants so as to ensure that each pupil's basic skills are reinforced and consolidated
- b) **Wave 2b** is designed for pupils who have just failed to meet the statutory requirements for their age group
- c) **Wave 2a** is designed for pupils who have met, but not exceeded, the statutory requirements for their age group
- d) **Wave 3** is designed for pupils who have exceeded the statutory requirements for their age group and could be deemed to be 'gifted and talented'.

It is Trust policy that, by the end of Year 8 if not before, there will be no pupils in Wave 1. This will be achieved through our 'success for all' approaches.

Accessing the curriculum

- The Trust has a 'success for all' policy which guides each academy in personalising the curriculum to individual need
- It is Trust policy that, in the first two years of secondary education, intervention strategies must be in place to ensure that by the end of Year 8 all pupils will:
 1. Have a reading age that matches, if not exceeds, their chronological age
 2. Have sufficient vocabulary to comprehend suitable texts
 3. Be able to identify purpose, audience and context of a piece of formal writing
 4. Be able to make critical comparisons of differing texts
 5. Be able to write simple narrative essays, stories and poems

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

6. Be able to take part in discussions and structured debates
7. Be able to memorise and publically deliver a poem of choice by heart
8. Know, and be able to recite their tables up to the value of ten
9. Be able to add, subtract, multiply and divide numbers with up to 3 digits
10. Be able to add and subtract money
11. Be able to measure distance and length
12. Recognise simple geometrical shapes
13. Be able to calculate the area of those shapes
14. Be able to calculate simple volumes
15. Be able to measure angles using a protractor

(These are known as the GST basic access skills and are under constant review)

The curriculum – Years 7 and 8

The GST curriculum in the Foundations Programme (Years 7 and 8) is delivered through three arcs. These are:

- The academic arc
- The creative arc
- The character and leadership arc

The academic arc

- In years 7 and 8 the academic arc is 20 hours in length of which 18 hours are devoted to the teaching of EBacc subjects (English, mathematics, science, history, geography and a modern foreign language). The 'skills for all' project may limit initial access for Wave 3 pupils but it is the intention of the academy that all pupils gain sufficient skills to access the formal curriculum as soon as possible
- The Trust's 'Philosophy, Public speaking and Ethics' (PPE) programme, R.E. and SCSM are all part of the academy's ASPIRE programme which replaces P.S.H.R.E. This includes a dedicated 1 hour per week lesson of PPE and 1 hour per week of King's value based character curriculum (ASPIRE).

The creative arc

Music, art, drama, physical education and personal development awards are

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

allocated 8 hours each week in the creative arc

The character and leadership arc

- Leadership is a taught subject and delivered through an hour long subject each week
- All Year 7 and 8 pupils have a compulsory residential leadership experience at the Brathay Outdoor Pursuits Centre each year. The Year 8 residential prepares pupils for the Duke of Edinburgh Bronze Award which all pupils do in Year 9, leading onto Silver Award in Years 10-11.
- Pupils may apply to join the Cadet Force in year 8
- Character education permeates the whole Foundations curriculum

The Upper School Curriculum

- At the end of year 8 pupils choose a broad curriculum to follow in the upper school
- This curriculum must contain subjects which would qualify under the EBacc performance measure
- Depending on the ability of the pupils more than three more subjects may be selected
- Pupils are offered the opportunity to enter some subjects for early accreditation in Y10 but will be expected to preserve the EBacc subjects and their best three subjects to enter at the end of Y11
- This method of choice and entry allows personalisation and qualifications in line with both the EBacc and Progress 8 performance measure

Sixth Form Curriculum

The academy offers a conventional academic curriculum preparing pupils for access to the Russell Group of Universities. As such only the 'facilitating subjects' are offered.

The pupil population at neighbouring schools

The national school performance tables (2015) have been used to analyse the pupil profiles at neighbouring schools. Kings Warrington figures are drawn from the academy's internal CAT testing outcomes.

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

School	%EAL	%FSM	%HA	%MA	%LA
Kings Warrington	0.8	12.08	40	50	10
Thomas Boteler	5.6	34	26	58	16
University Academy Warrington	3.6	40.1	23	52	25

To show how we would change our curriculum approaches we have included the profiles of the other two academies in the Great Schools Trust.

School	%EAL	%FSM	%HA	%MA	%LA
Kings Liverpool	43.5	77	13	55	32
The Hawthornes Free School	4.1	64	26	60	14

The Kings Leadership Academy Warrington curriculum has been successfully applied to both schools despite their intake being dissimilar to the Warrington Academy.

The proposed academy will make the following changes to the curriculum as follows:

Pre-entry testing

- As with Kings Warrington all pupils will be subject to a battery of tests to check the accuracy of the KS2 outcomes. These include verbal, non-verbal, quantitative, spatial reasoning and a Seligman type leadership assessment
- The standardised score on any of these tests (with the exception of the leadership assessment) is 100. Any pupil scoring 90 or below in any of the tests will have further screening or diagnostic testing to drill down in order to identify the specific issues that contributed to the low score
- Pupils scoring 90 or below in any of the tests will be identified as belonging to

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

Wave 1 and a personalised learning plan will be drawn up for each individual pupil who will then become part of the 'success for all' intervention initiative

The 'success for all' programme

All Wave 1 pupils will commence Y7 as part of the 'success for all' intervention group

- 'Success for all' pupils will, during the intervention period, have a period less for science, history, geography and modern foreign languages so as to allow four hours of targeted intervention with specialist teachers each week
- The 8 hours allocated to English and Mathematics will be included in the 'success for all' project allowing 12 hours of supported, personalised intervention each week
- Reading will be tested twice per Learning Cycle and remediation applied if the pupils reading age does not match or exceed his / her chronological age
- When intervention staff think that a pupil is ready to leave Wave 1 they will retake the initial testing programme and, if all assessment scores are above 90, they will 'graduate from Wave 1 and be presented with a graduation certificate by the Principal in front of the pupils' parents.

Upper School (Y9,10 and 11)

- As the Academy grows we will consider if there needs to be a greater vocational offering than at Kings Warrington

Sixth Form

- The sixth form will be run jointly with the Warrington Free School offering an academic curriculum on one campus and a vocational post 16 curriculum on the Padgate site

Enrichment activities

Enrichment activities will be on offer each evening from Monday to Thursday. All pupils will be expected to sign up to at least one activity in line with the practice at Kings Leadership Academy

Ensuring that the schools are consistent in terms of teaching and learning

- The Trust has produced its own guide to teaching and learning which is rigorously applied across all academies
- End of Learning Cycle assessments are moderated on a cross Trust basis

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

- The Directors of Teaching and Learning meet with the Trusts overall Director of Teaching and Learning each Learning Cycle
- Peer reviews take place twice per year with each Academy spending two days reviewing teaching and learning in another Trust Academy
- The C.E.O. meets with the Principal of the academy in which teaching and Learning has been reviewed to examine outcomes and plan any necessary strategic improvements
- The Director of Assessment reports on the progress of each Academy to the C.E.O. at the end of each Learning Cycle
- The Trust Board receives the results of these reviews and progress assessments

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

All practices will be completely aligned with Kings Leadership Academy Warrington for setting challenging targets and measuring pupil performance against those targets.

Setting challenging pupil progress targets

The abolition of National Curriculum progress levels has led the Great Schools Trust to introduce its own progress levels using base line KS2 outcomes and national 'raise-on-line' data or the results of Cognitive Ability Tests to predict a pupil's average G.C.S.E. outcomes at the end of Y11. To encourage aspirations all Great Schools Academy pupils have a minimum Y11 target grade of C irrespective of their starting points. (The nomenclature will change when G.C.S.E. grades become numerical). The school will use this system to measure the progress of placement pupils.

D2 – measuring pupil performance effectively and setting challenging targets

The process

1. On entry KS2 base line data and a CAT assessment will be used to predict the pupil's minimum end of year Y11 target
 2. We then use national data to determine the minimum levels of progress that each individual pupil should make over a five year period of secondary education given their starting point on leaving primary school.
 3. By working backwards we can then divide the gap between secondary entry level and Y11 end of year target grade in to 5 measurable progress steps thus predicting 'end of year' targets for each of the five years of secondary education.
 4. Finally we subdivide each of these annual progress targets in to three levels so as to create termly progress targets for each pupil.
- (NB To ensure that all pupils are set aspirational targets the trust encourages all academies to consider Grade C (4) to be the minimum acceptable target at the end of Y11

GCSE grade	Old Grades	Y11	Y10	Y9	Y8	Y7
9	A**					
8	A*					
7	A					
6	B+					
5	B-					
4	C					
3	D					
2	E					
1	F/G					

In applying this system across the proposed Academy the targets will determine the necessary challenge of the curriculum content that will be required when designing schemes of work and personal learning plans for each pupil.

Setting challenging targets

Attendance

D2 – measuring pupil performance effectively and setting challenging targets

1. The overall year end attendance of all pupils will exceed 96%
2. There will be no discernible difference in attendance rates of differing groups of pupils in the Academy
3. Unauthorised absence will be below 1%
4. Persistent absenteeism will below 5%
5. Lates will be below 1%

Exclusions

6. There will be zero fixed term exclusions
7. There will be zero permanent exclusions

Pupil progress

8. All pupils will have a reading age that is at least equal to their chronological age by the end of Y8
9. All pupils will know and be able to recite their mathematical tables to the ten times table by the end of Y8
10. At least 80% of pupils will be on or above target at the end of each Learning Cycle
11. There will be no discernible difference in the progress of differing groups of pupils at the end of each Learning Cycle
12. All pupils will study a minimum of 8 subjects that are recognised as a Progress 8 measure in Y11
13. 100% of all pupils will be studying at least 5 EBacc including English and mathematics in Y11
14. 100% of all pupils will achieve at least 3 levels of progress by the end of Y11
15. 70% of all pupils will achieve at least 4 levels of progress by the end of Y11
16. 70% of all pupils will achieve a Grade C, or higher, in 5 Ebacc subjects including English and Mathematics by the end of Y11
17. The Academy will achieve a Progress 8 score broadly in line with Kings Leadership Academy Warrington

Ensuring schools are consistent in their approach to target setting, assessing progress against targets and modifying poor behaviour

The Great Schools Trust has a trust-wide plan for setting individual pupil progress targets, curriculum delivery, assessing and moderating pupil progress and recording and modifying poor behaviour.

Setting individual pupil progress targets

- There is a trust-wide approach to the setting of individual pupil progress targets which has previously been outlined

Curriculum delivery

- The curriculum in each Academy is delivered through five Learning Cycles with assessments taking place in the penultimate week of each Learning Cycle and gaps in knowledge or skills or the eradication of misconceptions taking place in the final week of the cycle

D2 – measuring pupil performance effectively and setting challenging targets

Assessing pupil progress

- As previously outlined pupils are assessed at the end of each of the five Learning Cycles and their progress is monitored against their end of year target
- To ensure that the assessments are accurate the Trust operates a cross-trust moderation strategy at the end of each Learning Cycle. Each subject area in an academy is twinned with the same subject area in another of the Trust's academies. At the end of each assessment test papers from a high, a medium and a low attaining learner are sent to the twinned department for assessment verification and a report is prepared for the subject leader regarding the quality of the assessment

Challenging progress

- At the end of each Learning Cycle the Trust's Director of Assessment meets with each subject leader in each Academy to examine overall progress against targets and the progress of differing groups of pupils during the Learning Cycle. Each subject leader has to prepare an 'intervention plan' to make sure any underperformance or variation in performance is acted upon during the next Learning Cycle
- The Director of Assessment will meet with the C.E.O and the Academy Principal at the end of each Learning Cycle to review overall performance

Modifying behaviour

All Academies within the Trust have adopted the same approaches to modifying behaviour.

- On entry to the classroom instead of being marked present all pupils are awarded a 2 for behaviour as an attendance mark
- If a pupil works hard this may be upgraded to a 1 during the lesson. Parents are notified if a pupil gains 10 or more Grade 1 marks during a school week
- If a pupil is deemed not to be working hard or misbehaving then the 2 is down graded to a 3 and an essay or detention is issued. Parents are contacted whenever a 3 is issued.
- If the misbehaviour continues a member of the senior leadership team is sent for and a 4 entered in the register. The pupil may be escorted from the lesson and given a Friday afternoon or Saturday morning detention. The member of the senior leadership team will contact home. All pupils removed from lessons must attend a conflict resolution meeting with the lesson teacher at the end of the day
- Behaviour reports are sent by the Data Manager to all relevant parties at the end

D2 – measuring pupil performance effectively and setting challenging targets

of each day

- The Academy Principal, or his delegate, will meet with House Leaders each week to drill down in to the causes of any poor behaviour and ensure that corrective strategies are in place.

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**YEAR 1**

120 PUPILS: 6 sets including nurture group in academic arc (120 periods). 5 sets in creative arc (40 periods)

Leadership	Academic Arc	Creative Arc
Principal	8 staff	2 staff equivalent
Vice Principal	(8x 21p) (2Ma,2En,Sc,MFL, 2 H/G/PSHRE)	(2 x 21p) (1PE, 0.5 Art, 0.5 Music/Drama. Staff drawn from KLAW)

- Overstaffing will produce intensive intervention through the 'success for all' intervention programme
- Part time staff will be on central Trust contracts and work across two academies
- PTR 1:10

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

Year 2

240 PUPILS: 12 sets including 2 nurture groups in academic arc (240 periods). 10 sets in creative arc 80 periods). 320 periods in total.

Leadership	Academic Arc	Creative Arc
Principal	14 staff	2 staff equivalent
Vice Principal	(13 x 21p) (2Ma,3En,2Sc,2MFL, Hi,2Ge,2PSHRE)	(2 x 21p) ((1PE, 0.5 Art, 0.5 Music/Drama. Staff drawn from KLaw)

- Overstaffing will produce intensive intervention through the 'success for all' intervention programme
- Staff from the academic arc will contribute to the creative arc
- Part time staff will be on central Trust contracts and work across two academies
- PTR 1:13.3

Year 3

360 PUPILS: 12 sets including 2 nurture groups in Y7/8 academic arc (240 periods); 7 sets in Y9 as options begin (140 periods); 15 sets in creative arc (120 periods). 500 periods in total.

Leadership	Academic Arc	Creative Arc
Principal	16 staff	4 staff
Vice Principal	(15 x 22p)	(4x22 periods)
5 Lead practitioners (En/Ma/Sc/Hu/MFL) (5 x 17p)	(3Ma,3En,2Sc,2MFL, 2Hi,2Ge,2PSHRE)	(2Pe,Art, Music/Drama)

- PTR 1:13.3

Year 4

480 PUPILS: 12 sets including 2 nurture groups in Y7/8 academic arc (240 periods); 14 sets in Y9/10 (280 periods); 20 sets in creative arc (160 periods). 680 periods in total.

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

Leadership	Academic Arc	Creative Arc
Principal	21 staff	6 staff
Vice Principal	(21x22 periods)	(6x22 periods)
5 Lead practitioners (5x17p)	(4Ma,4En,4Sc,3MFL, 2Hi,2Ge,2PSHRE)	(3 PE, Art, Music, Drama)
PTR 1:14		
Year 5		
600 PUPILS: 12 sets including 2 nurture groups in Y7/8 academic arc (240 periods); 21 sets in Y9/10/11 (420 periods); 25 sets in creative arc (200 periods). 860 periods in total.		
Leadership	Academic Arc	Creative Arc
Principal	28 staff	7 staff
Vice Principal	(28x22 periods)	(7x22 periods)
Head of 6 th Form	(6Ma,6En,5 Sc,5 MFL, 2Hi,2Ge,2PSHRE)	(4 PE, Art, Music, Drama)
5 Lead practitioners (5x17p)		
PTR 1:14		
Year 6		
720 PUPILS: 12 sets including 2 nurture groups in Y7/8 academic arc (240 periods); 21 sets in Y9/10/11 (420 periods); 25 sets in creative arc (200 periods); 10 sets in Lower sixth (50 periods) 910 periods in total.		
Leadership	Academic Arc	Creative Arc
Principal	35 staff	9 staff
Vice Principal	(28x22 periods)	(9x22 periods)
Head of 6 th Form	(7Ma,7En,7 Sc,5 MFL, 2Hi,3Ge,4PSHRE)	(5 PE, 2 Art, Music, Drama)
5 Lead		

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

practitioners (5x17p)		
PTR 1:13.8		
Year 7		
840 PUPILS: 12 sets including 2 nurture groups in Y7/8 academic arc (240 periods); 21 sets in Y9/10/11 (420 periods); 25 sets in creative arc (200 periods); 20 sets in Lower sixth (100 periods) 960 periods in total.		
Leadership	Academic Arc	Creative Arc
Principal Vice Principal Head of 6 th Form 5 Lead practitioner (5 x 27p)	40 staff (9Ma,9En,7Sc,6MFL,3Ge, 2Hi,4PSHRE)	9 staff (5 PE, 2Art, Music, Drama)
PTR 1:14.7		

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

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

Welcoming all pupils

It is a fundamental principal of the Trust that all pupils are of equal worth and, as such, all of our Academies are inclusive and focus on the well-being and progress of each individual pupil irrespective of their faith, views or educational starting point.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The proposed Free School will not discriminate against pupils on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation

GST is aware that the community in which the proposed school will be housed is in one is mostly white. However, an analysis of the neighbourhood statistics show that up to 5% of the Free School's possible intake may have English as a second language. In recognition of this fact, as well as a commitment to celebrating the diversity of our multi-cultural society the proposed school will seek to celebrate all cultures and faiths and will recognise key faith festivals such as Eid and Divali. The Free School will make strong provision to support those pupils who have English as an Additional Language (EAL) or are of a different faith to the majority of our pupils.

Needs of pupils and their parents

Prior to admission a member of the senior leadership team will:

- Hold an interview with the appropriate person at pupil's primary school to ascertain each pupil's progress in Key Stage 2; any educational challenges or needs that the secondary school must maintain; positive and negative friendship patterns; the needs if any of each pupil's parents or carer in terms of home school communication and any possible faith or dietary needs of the pupil.
- Hold an interview prior to transfer, with the presence of a translator if necessary, with the pupil and his/her parents/carers to explain the way in which the school will interact with the pupil, our expectations of each pupil; the benefits that we can bring to each pupil's life; how, and how often we will report on each pupil's progress and an outline of the first few weeks in year seven.
- During the interview we will ascertain/confirm any medical, faith or dietary needs of the pupil as well as any possible multi-agency involvement. Where there is a faith or dietary need we will work with the parent to ensure that these needs are met
- During the interview we will also explain the verbal, non-verbal, quantitative, spatial reasoning and Seligman type leadership assessment that each pupil will take prior to transfer to the Free School

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

A broad and balanced curriculum

Section D1 outlines the curriculum that the Free School will offer. The school will be academically focussed in the firm belief that such an approach will enhance the life chances of each of our pupils.

The proposed curriculum offers access to the EBacc, Progress 8 and some approved vocational qualifications.

The Trust has its own set of values (ASPIRE – aspiration, achievement, self-awareness, professionalism, integrity, respect and endeavour) which will underpin the life of the school. These values fully prepare children for life in modern Britain and were recognised when the Trust, through Kings Leadership Academy Warrington, became the first winner of the D.f.E.'s 'National Character Award'. Two hours per week have been set aside to deliver the ASPIRE (SMSC) curriculum. The curriculum content of the ASPIRE programme includes such topics as:

- Why Britain is a democratic society
- The fundamental values that underpin the British democracy
- The multi-cultural nature of the British democracy
- How different cultures celebrate their faith and beliefs
- Why democracies need laws and codes of behaviour
- The rights and responsibilities of those who live in a democratic society
- Is there a conflict between civil liberties and civic responsibility?
- Respecting yourself as well as the rights of others
- Britain as a safe, tolerant multicultural society

Prevent duty and safeguarding

As a trust we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern.

The school is committed to providing a secure environment for pupils, where they feel safe and are kept safe. All adults employed by GST are re-trained at the start of each academic year to recognise that preventing exposure to extremism or radicalisation and overall safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. The Trust's Prevent policy ensures that all staff, and visitors, will contribute to the school's delivery of outcomes for all pupils as set out in:

- HM Government: Channel: Vulnerability assessment framework (2012)
- D.f.E.: Improving the spiritual, moral, social and cultural development of pupils (2014)
- HM Government: Prevent Duty Guidance: for England and Wales (June 2015)
- HM Government: Channel Duty Guidance (2015)
- D.f.E.: Keeping Children Safe in Education (July 2015)

The Trust's Preventing Extremism and Radicalisation Safeguarding Policy, which will be adopted by the school, also draws upon the guidance contained in the D.f.E Guidance 'Keeping Children Safe in Education, July 2015'; and specifically DCSF

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

resources 'Learning Together to be Safe', 'Prevent: Resources Guide', 'Tackling Extremism in the UK', D.f.E.'s 'Teaching Approaches that help Build Resilience to Extremism among Young People' and Peter Clarke's Report of July 2014. The policy uses the following definitions:

Defining extremism

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Defining Radicalisation (Prevent Strategy)

'The process by which a person comes to support terrorism and forms of extremism leading to terrorism'

Wider safeguarding issues

As part of wider safeguarding responsibilities school staff are re-trained at the start of each academic year to be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Pupils accessing extremist material online, including through social networking sites;
- Parental reports of changes in behaviour, friendship or actions and requests for assistance;
- Pupils voicing opinions drawn from extremist ideologies and narratives;
- Use of extremist or 'hate' terms to exclude others or incite violence;
- Intolerance of difference, whether secular, religious, gender, disability, homophobia, race, colour or culture;
- Attempts to impose extremist views or practices on others
Anti-Western or Anti-British views.

Safeguarding notices, containing the name and photographs of designated safeguarding staff will be displayed throughout the school.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches pupils may experience elsewhere may make it harder for them to challenge or question these radical influences. The school will achieve this by good teaching, primarily via the ASPIRE curriculum; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

Use of External Agencies and Speakers

The school will encourage the use of external agencies or speakers to enrich the

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

experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils to ensure that they are free of prejudice and not involved with any extreme or radical organisation. These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the Trust's values and ethos. No external agency or speaker will be left alone with pupils, there is always a member of the school staff present during all interactions with pupils who will intervene if it is considered necessary.

Visitors to the school

All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below). They must follow the procedure below.

- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact **OR** their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List

Approved Visitor List

The school will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply staff).

To qualify for this list the visitor must have demonstrated, prior to the visit that:

- a) They have a current clear enhanced DBS check and a copy of this has been registered on the school's Central Record and
- b) A current clear DBS childrens' barred check has been undertaken

Visitors on the Approved List must follow the same procedures on entry to the premises. A copy of the approved visitor list will be kept behind reception at all times.

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

Quality of education

Comparitive performance of neighbouring schools

The national school performance tables (2015) have been used to analyse the pupil profiles at neighbouring schools. Kings Warrington figures are drawn from the academy's internal CAT testing outcomes.

School	%EAL	%FS M	%HA	%MA	%LA
Kings Warrington	0.8	12.08	40	50	10
Thomas Boteler	5.6	34	26	58	16
University Academy Warrington	3.6	40.1	23	52	25

E1 – provide valid evidence that there is a need for this school in the area**Ofsted judgement of neighbouring schools**

	Kings Warrington	University Academy Warrington	Sir Thomas Boteler
Leadership and management	1	3	4
Behaviour and safety	1	3	3
Quality of teaching	2	3	4
Achievement of pupils	1	3	4

All three schools draw from the same local area yet the above figures show a wide difference in educational performance

Pupil progress in neighbouring schools

	University Academy Warrington				Sir Thomas Boteler			
	All	LA	MA	HA	All	LA	MA	HA
5 'A*-C' inc En & Ma	45%	3%	48%	83%	32%	0%	27%	62%
% 'A*-C' in En & Ma	47%	6%	51%	83%	35%	0%	33%	62%
% achieving EBacc	14%	0%	12%	37%	9%	0%	4%	24%
Best value 8 score	972.9				971.6			

Demand for places**Applications**

Kings Leadership Academy Warrington admits 120 pupils each year. For September 2016 there have been almost 200 applicants who have placed the academy as first choice for the education of their child. More than 300 parents have placed the school amongst their first three choices

Local Admissions Authority

The Local Admissions Authority have approached the academy to enquire if it would consider increasing its admission number to cope with demand. The new building will not be capable of admitting more than 120 pupils each year

Parental enquiry

A group of parents have requested that the Trust, if it cannot increase its intake, consider bidding for a second Free School in the area to continue to raise educational standards. This bid is in response to those demands.

E2 – successful engagement with parents and the local community

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

Please can you include this letter when submitting your free school applications to the department. As discussed, this letter is not an endorsement of your applications as a whole and does not imply your applications will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website; we will then give you a unique registration number that you should quote when you submit your formal application(s).

If you have any questions or difficulties accessing advice or information, please contact

[REDACTED]
[REDACTED]

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

Yours sincerely,

[REDACTED]

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.

	<ul style="list-style-type: none"> ▪ length of time in position <p>(This should cover the last four years. If not, please include additional roles)</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <hr/> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your school in 	

	<p>terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your subject/department/ 	

	<p>school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
8.	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

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]

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

[Add lines as appropriate]

F1 (a) Skills and experience of your team

[Redacted content]

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
There are no perceived gaps in the skills of the pre-opening team		

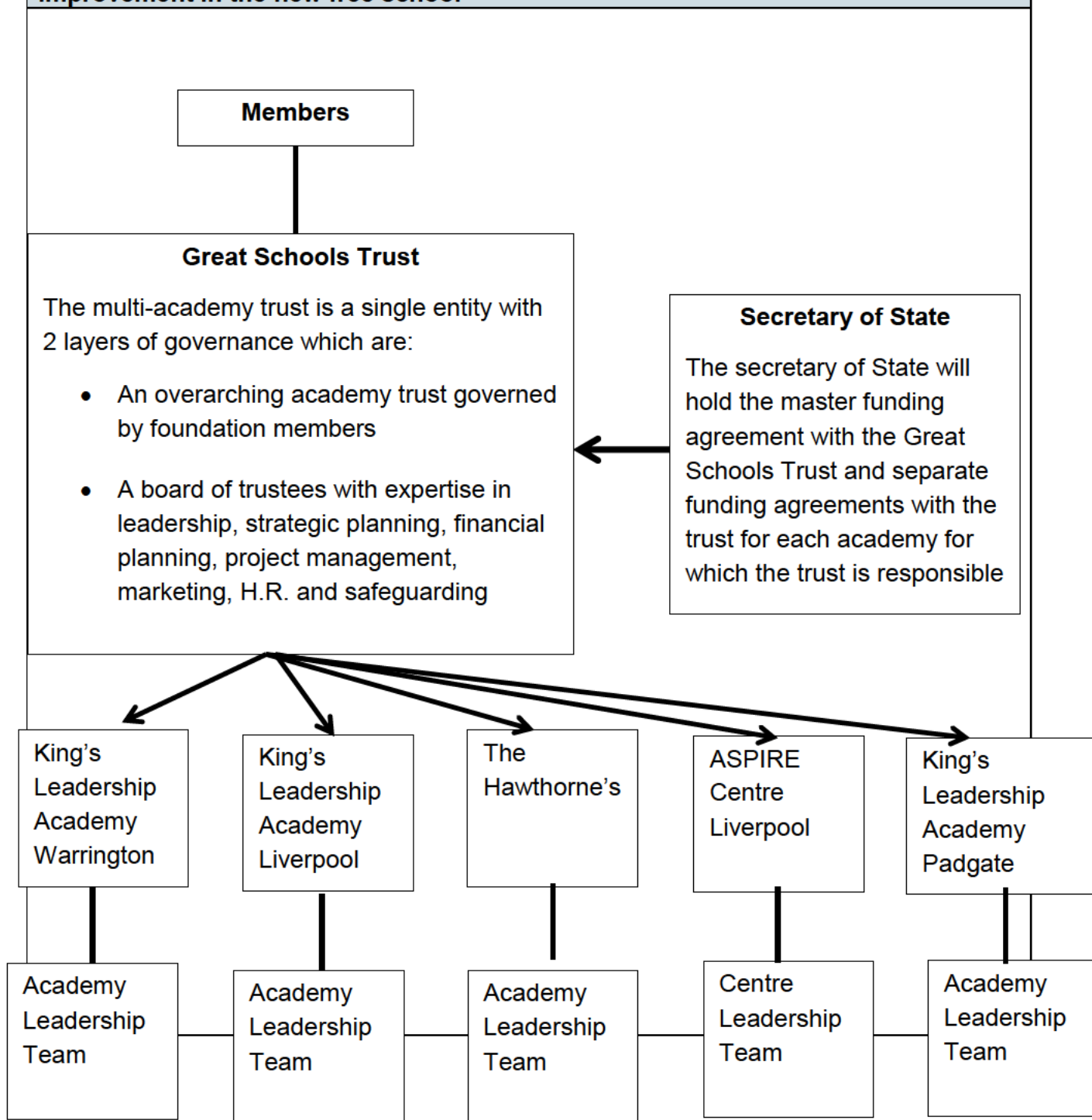
[Add more lines as appropriate]

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



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

Managing the overall performance of the trust and the individual academies

N.B.

1. The Great Schools trust will establish and maintain a Local Governing Body for each academy; appoint members to each Local Governing Body and delegate powers according to the performance of that academy. Where an academy is deemed to be successful in terms of both student outcomes and Ofsted inspections there will be maximum devolution of powers. Where an academy is causing concern or in the process of being set up an Interim Executive Board will act as the governing body until the academy is deemed to be capable of supported self-governance. The overall performance of each academy will be the full responsibility of the over-arching trust.
2. The over-arching trust will be responsible for the overall performance of the principal of each academy. The Local Governing Body will be responsible for working with the academy's Principal in ensuring the smooth day-to-day running and overall effectiveness of the academy.

Roles and responsibilities

Members

████████████████████. The members are the subscribers to the Trust's memorandum of association. They have an overview of the governance arrangements of the Trust and have the power to appoint trustees and remove these trustees. ██████████

The Trustees

The Trustees are responsible, under the articles of association for the management and administration of the trust. They are responsible for:

- Determining the overall vision, mission, ethos and strategic direction of the trust and its academies
- Determining and setting policy guidelines for the effective running of the trust and its individual academies
- Determining student outcome targets for each individual academy
- Approving the trust business plan
- Implementing financial control systems
- Ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the academy financial handbook.
- Managing the performance of the CEO

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

- Meeting at least three times each year to receive and consider information on educational and financial performance
- Taking appropriate action to ensure ongoing viability

The Finance Committee meets monthly and reports back in writing to the Trust Board. The finance committee makes recommendations designed to produce economies of scale through the development of common purchasing systems.

The Audit Committee

The Trust has a dedicated audit committee whose role is to maintain an oversight of the Trust's governance, risk management, internal control and value for money framework. It reports its findings annually to the Governing Body and the Accounting Officer as a critical element of the academy trust's annual reporting requirements. It does not have executive powers or operational responsibilities.

The CEO

The Chief Executive Officer is responsible for leading the development and execution of the Trust's long term vision, mission and strategic intent. His leadership role also entails being ultimately responsible for the educational and financial effectiveness of each of the Trust's academies. The CEO acts as a direct liaison between the Trust's board and its individual academies. The CEO is responsible for the performance management of the principals of the individual Academies.

The Local Governing Body

The governing bodies in the Trust's academies are referred to as Local Governing Bodies (LGBs) because their role is at a local, i.e. academy, not Trust level. LGBs are sub-committees of the Trust Board. Their powers are determined by the Trust.

The Local Governing Body is responsible, under the articles of association for:

- The effective management and administration of the academy
- Ensuring that the academy leadership team implements the Trust's overall vision, mission, ethos and strategic direction of the Trust and its academies
- Implementing trust policies and guidelines for the effective running of the individual academy
- Ensuring that the annual staff performance management cycle is carried out and that its outcomes are related to the continuous professional development of the staff
- Monitoring the academy's progress towards achieving the trust's target for student outcomes
- All pupil admissions and exclusions
- Approving the academy business plan

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

- Implementing the Trust's financial control systems
- Ensuring that the academy's funds are used only in accordance with the law, its articles of association, its funding agreement and the academy financial handbook.
- Meeting at least three times each year to receive and consider information on educational and financial performance
- Setting up appropriate sub-committees to support the work of the Local Governing body
- Taking appropriate action to ensure ongoing viability

The Academy Principal

The Principal is responsible for the day-to-day running of the academy in accordance with the Trust's scheme of delegation. The Principal is accountable and reports directly to the C.E.O. He/she is responsible for the secure implementation of the Trust's vision, mission, ethos, beliefs, curriculum strategies, standards and outcomes.

Minimising conflicts of interest

It is the policy of the Great Schools Trust to:

- Ensure every Trustee or Employee or Governor understands what constitutes a conflict of interest and that they have a responsibility to recognise and declare any conflicts that might arise for them.
- Document the conflict and the action(s) taken to ensure that the conflict does not affect the decision making of the organisation
- Ensure that each Academy and the Trust is scrutinised by the Responsible Officer at least once annually – reporting their findings to Trust Board

Procedure

When a Trustee or Employee or Governor identifies that they have a potential conflict of interest they must:

- Declare it as soon as they become aware of it
- Ensure it is entered in the conflict of interest register (ongoing conflicts), and/or minuted in the appropriate board papers (one-off conflicts)
- Not take part in any board discussions relating to the matter
- Not take part in any decision making related to the matter
- Not be counted in the quorum for decision making related to the matter in the interests of frank and open discussion, a Trustee, Employee or Governor affected by a conflict of interest must leave the room while related discussion/decision making is taking place, unless there is good reason for them to stay.

The minutes should state:

- The declared conflict
- That the Trustee, Employee or Governor left the room, or the reason they were asked to stay
- That the Trustee, Employee or Governor took no part in discussion or decision making

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

Present conflicts of interest

There are no current conflicts of interest between members, trustees and the steering group regarding the outcome of this bid or tender/services to be used in either opening or running the proposed centre.

Independent challenge to members and trustees

In the spirit of openness and transparency the Great Schools Trust is committed to publishing on its website:

- [REDACTED]
- [REDACTED]
- Pupil outcomes and Ofsted judgements of each individual academy
- Links to the websites of individual academies

Intervention procedures that may be undertaken by the trust when an individual academy gives cause for concern

If an individual academy is giving cause for concern it is the responsibility of the CEO to inform the Chair of the Trust who will convene a board meeting to discuss the problems facing the academy and possible intervention strategies.

Reasons for intervention could be:

- The personal health or performance of the academy principal
- Underperformance of the academy in terms of pupil outcomes
- Financial impropriety
- Gross misconduct of a senior leader
- Harassment or bullying by a senior leader
- Lack of appropriate monitoring or challenge by the Local Governing Body

Intervention strategies could include:

- Additional support from the Trust or another academy within the Trust
- The appointment of an Executive Principal
- The removal of governors' powers and the introduction of an Interim Executive Board
- The removal of the present Principal / leadership team and the appointment of a new team

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

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

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

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

[Add text here. Table expands]

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

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

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

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

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

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

Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability

The proposed academy will be identical in nature to Kings Leadership Academy Warrington and full reference should be made, as per advice in the assessment booklet, to the financial record of that school. However, we have enclosed the financial template to show how we will bring the school in to balance.

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.

Sir Iain Hall

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"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>(This should cover the last four years. If not, please include additional roles)</p>	<p>██</p> <p>████████████████████</p> <p>██</p> <p>██</p> <p>██████████ ██████████</p> <p>██████████ ████████████████████</p> <p>██████████ ████████████████████</p> <p>██</p> <p>██</p> <p>████████████████████</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for 	

	<p>the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, 	

	<p>as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
8.	Reference names(s) and contact details	<p>[REDACTED]</p> <p>[REDACTED]</p>

		[REDACTED]
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Shane Ierston – Executive Principal Designate

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

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) ▪ school's best 8 value added scores for the years you were in post, if applicable 	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED]
5.b	<p>For education only: if you are in a teaching or head of department role in your latest</p>	

	<p>school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

		<p>[REDACTED]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[REDACTED]</p>
8.	<p>Reference names(s) and contact details</p>	<ul style="list-style-type: none"> • [REDACTED] <p>[REDACTED]</p>

5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div>

		<p>[REDACTED]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED] <p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED] <p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED]

8.	Reference names(s) and contact details	<ul style="list-style-type: none"> • [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
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Eileen Davison

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

	<p>membership number</p> <ul style="list-style-type: none"> ▪ how your qualifications are maintained 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) ▪ school's best 8 value added scores for the years you were in post, if applicable 	

5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	
6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 80%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 40%;"></div>
7.	Optional: 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	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of pupil presentation of work and scrutiny reference progress and standards How marking, assessment and pupils feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Pupil 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>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

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

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



Department
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