



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

LEDHAM MANOR PRIMARY ACADEMY

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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"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	Y	<input type="checkbox"/>
Section B: Outline of the school	Y	<input type="checkbox"/>
Section C: Education vision	Y	<input type="checkbox"/>
Section D: Education plan	Y	<input type="checkbox"/>
Section E: Evidence of need	Y	<input type="checkbox"/>
Section F: Capacity and capability	Y	<input type="checkbox"/>
Section G: Budget planning and affordability	Y	<input type="checkbox"/>
Section H: Premises	Y	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	Y	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	Y	<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"/>
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?	Y	<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"/>
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"/>

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • 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 <p>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?</p> <p>(See guidance for dates and deadlines)</p>	Y	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:

Position: 

Print name:

Date:

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:

Y

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

North West Academies Trust: *Opening children's eyes to the wonderful world of possibility*

Introduction

Whilst we welcome the setting up of new free schools across the UK, we recognise that there is a distinct gap in the North West of England. Across the Cheshire West and Chester local authority area, only two new primary free schools have been established since 2013 and according to the New Schools Network's website, only 12 primary free schools have been established across the North West in this time. Under the free schools programme there are not enough innovative new schools are being established in this part of the country, where children would benefit from high quality and aspirational education.

This application is the second part of a three step process to begin to redress the geographical imbalance in Cheshire and the Wirral. We successfully established our first free school, St Martin's Academy, Chester in 2013 and are now seeking to replicate this model by setting up a new primary free school in the Ellesmere Port area. With the support of the DfE, we intend to submit a further application in the next wave to open an innovative primary free school across multiple locations within the Wirral local authority area, with the aim of providing local children who are disadvantaged by income inequality and education with the education and support to enable them to sit the 11 plus exam and go on to a grammar school.

North West Academies Trust has a proven track record of setting up and running schools, as well as turning around failing schools. We are a small trust focused on high quality education and outcomes, with a long term objective of sponsoring a maximum of 10 to 12 schools. We know that the most important school-based factor affecting outcomes is the quality of teaching provided and the schools in our Trust provide high quality teaching and strong leadership in a creative, supportive and aspirational environment. We place a strong focus on driving up standards and believe we have the necessary experience of improving standards in education to provide the right

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

learning environment for children to achieve their full potential.

We believe that all families and children deserve a choice of outstanding educational provision. Our Trust’s aim for educational excellence was summed up by Ofsted in their recent inspection of St Martin’s Academy, Chester: “no stone is left unturned in the drive to ensure children begin to develop into well rounded young people” (May 2015). St Martin’s Academy was rated outstanding in all areas after only 18 months. It was our pleasure to welcome the former Secretary of State for Education, Michael Gove, to St Martin’s Academy in early 2014 and he described the school as “a blueprint on which all education should be built”.

Rationale

Our research shows that there is both the need and demand for a new primary free school in the Ellesmere Port area. With population rates increasing and, more specifically, the number of children aged 5 to 10 in the area expected to increase by 8% by 2029, the pressure for school places in the wider Ellesmere Port area continues to grow.

	Population		% change
	2012	2022	2012-22
0-4	18,300	18,700	2%
5-10	21,200	24,200	14%
11-15	18,700	19,800	6%
0-15	58,300	62,700	8%

(Source: Cheshire West and Chester Council Population Forecasts, March 2015)

In line with the projected population growth, approximately 1,500 new homes will be built in the Ledsham and Sutton areas in the next two years, and there are longer term plans for up to 5,000 new homes across the Ellesmere Port area.

There have been no new schools built in the area for the last nine years and Gorsthills, Mansfield and John Street primary schools were closed in this period, reducing pupil places by approximately 840. No strategic planning decisions have been made since to address the educational needs of an increasing population, other than additional classes being built on existing school sites as and when required. The demand for schools in the Ellesmere Port currently outstrips the supply of places, with most primary schools being oversubscribed on entry.

The data provided in Cheshire West and Chester Council’s *Starting School 2016/17* booklet indicates that all mainstream primary schools within a mile of our preferred school site were oversubscribed in 2015, with the total number of preferences received for each school exceeding the PAN in every instance. This information is outlined in the table below.

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

School name	Distance from proposed school site (in miles)	PAN	Total number of preferences received 2015
Parklands Primary School	0.467	30	33
Sutton Green Primary School	0.502	40	54
St Saviour's Catholic Primary School	0.676	30	55
Brookside Primary School	0.722	30	45
Meadow Community Primary School	0.828	60	123
Little Sutton CE Primary School	0.849	30	68
St Mary of the Angels Catholic Primary School	0.862	30	62

(Source: Cheshire West and Chester Council's *Starting School 2016/17* booklet)

We believe that the demand for a new primary school in the area is clear, with 440 preferences received for 250 school places, for the 2015 school year. Whilst a number of local schools (including Little Sutton CE Primary School and Capenhurst Primary School, which is more than one mile from our preferred site) have increased their PAN to cope with demand, this increase will not meet either the existing or future demand for places. Furthermore, the existing primary provision is varied and whilst there are a number of "good" schools in the Ellesmere Port area, there are very few schools rated as "outstanding". A number of local schools within the local area have also been in Ofsted categories.

Our vision

The freedom to innovate and excite children through learning is at the heart of our proposal to establish the Ledsham Manor Primary Academy. We intend to replicate the strengths of St Martin's Academy, where an enquiry based approach to learning is at the centre of the curriculum, ensuring that children have a relevant and focused education that enables them to develop their skills and understanding to move into the world beyond school. The framework for our "real" learning will be through the implementation of the International Baccalaureate Primary Years Programme, as used at St Martin's Academy. The IBPYP provides a strong emphasis on the core skills of English, Maths and ICT, as well as providing links with industry enabling our children to take part in a range of initiatives. This will ensure that learning not only produces outstanding results but also enables our children to make exciting choices as they develop their awareness of possibility.

Our vision for the new Ledsham Manor Primary Academy is to create a school that

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

excites, stimulates and refreshes the educational landscape for children. Ledsham Manor will build upon the best that is on offer in education. We are proposing a school model that is identical to St Martin's Academy Chester, a school that was rated "Outstanding" by Ofsted after just 18 months and is five times oversubscribed on entry. This model has proven very popular in Chester and is easily transferable to other settings. Our ambition is to enable children to receive the best possible education within areas of high need and demand.

Our values and ethos

Ledsham Manor Primary Academy's ethos will define who we are and what we do:

- We **believe** that all children have the right to the best education.
- We **expect** the best from all our children in all that they do.
- All children will **succeed** through encouragement, support and the chance to take part in exciting learning experiences.

As a free school our mission, aims and values will build upon this core ethos. The Ledsham Manor Primary Academy will have:

- A philosophy that children learn best through the delivery of firsthand experience across a broad, balanced and skills-led curriculum;
- Classrooms which are happy and vibrant centres of learning, rich with challenge, where each individual has a sense of ownership whilst at the same time contributing to the team;
- Children who are empowered with positive experiences in a place where they feel safe and secure;
- A creative approach to learning, teaching leadership and management;
- A listening approach, ensuring that children are proactive, taking the lead role in the development of their own education;
- Children who achieve high standards coupled with high aspirations for their own development in a creative learning development;
- A longer school day to allow us to ensure we cover the curriculum sufficiently and have additional "beyond curriculum" activities for students;
- Parental or carer support, creating a strong sense of partnership and family.

Our educational model

Ledsham Manor Primary Academy will be a school focused on ensuring all children have the opportunity to grow and learn in an environment that is rich, varied and ensures outstanding educational outcomes, regardless of background or ability. Our school will cater for children aged 4 to 11. We will aim to be open for 51 weeks of the year, from 8am to 6pm, so that our school can work in partnership with children and parents to achieve the best outcome for its pupils. We will ensure that the many barriers that exist between state and private education are completely broken down so that our children receive the best education money doesn't have to buy.

In order that Ledsham Manor Primary Academy is the best school across all aspects,

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

we will provide a broad and balanced curriculum, which blends high quality academic progress with a range of extra-curricular activities. As our proposed school day is longer than the traditional 9am to 3.30pm timeframe, it will allow us to spend sufficient time on core subjects and attain high levels of progress for all groups of children. It will then also enable us to provide sufficient “beyond curriculum” activities, particularly in the areas of arts and sports, to enable children to flourish in these areas as well.

Our school will:

- Offer the IBPYP curriculum for primary years (this will be only the second school in the area and one of a small number nationally)
- Encourage high but realistic aspirations for children, including supporting children to apply for secondary grammar education in the neighbouring Wirral authority;
- Cater for the needs of all learners and be fully inclusive, not elitist;
- Have wrap around care across up to 51 weeks of the year for all pupils and supporting parents;
- Have high pupil to staff ratios;
- Demonstrate strong family values with parents as partners;
- Offer a range of extra-curricular opportunities for children;
- Have an extended school day until 4pm to enable additional high quality learning to take place;
- Provide “beyond curriculum” lessons;
- Ensure that all children make the progress that they are entitled to or better in all years;
- Aim that 100% of children make the expected level of attainment nationally with a minimum of 50% exceeding in all years.

The PYP programme covers six main areas of learning, and we will ensure that the English and Maths elements correspond with the national curriculum for England and that we track pupils regularly to ensure progress. Regular use of internal assessment, together with external summative assessment and the analysis of Raise Online, will be used to ensure no child is left behind. As a consequence of small class sizes, our teachers and teaching assistants, working in partnership with the inclusion manager, can target vulnerable groups, the more able and all learners who require additional support. This approach will ensure that we have sufficient time to deliver targeted support. Moreover, our extended day will significantly enhance our ability to provide a wide range of additional support.

When Ofsted inspected St Martin’s, they noted that “The extended academy day ensures that all pupils access high quality enrichment opportunities in which the standard of teaching remains excellent. Consequently, pupils make rapid progress in everything they do.” Curriculum enrichment has contributed to the success of St Martin’s and providing a complete enrichment programme is key to our proposed educational model for Ledsham Manor. We want our children to experience real life contexts to enhance learning, including offsite visits and welcoming visitors to the school.

Our Trust has worked closely with the Timpson Foundation at two of its other schools to

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

provide enrichment activities, both during and outside school hours. The Timpson Foundation is the charitable division of the Timpson Group, who supported and enhanced one of the Trust's partner schools, Delamere CE Academy, turning it in "a centre of excellence". This emphasis on enrichment has helped the children at these schools to go beyond the curriculum and develop their own interests and abilities through sport, art, music and other activities. The Timpson Foundation has committed to supporting the provision of enrichment activities at Ledsham Manor Primary Academy and we welcome the opportunity to continue working in partnership with them.

Our overarching vision is for Ledsham Manor Primary Academy to be the best primary school in the Ellesmere Port area.

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		25	25	25	25	25	25	25
Year 1			25	25	25	25	25	25
Year 2				25	25	25	25	25
Year 3					25	25	25	25
Year 4						25	25	25
Year 5							25	25
Year 6								25
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
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/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	Mandatory	
Maths	4	Mandatory	
Phonics	2	Mandatory	
Reading	2	Mandatory	
Science	1.5	Mandatory	
PE	2.5	Mandatory	
Additional language teaching	1	Mandatory	
Foundation subject	5	Mandatory	
Beyond curriculum learning	2	Mandatory	

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

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

Introduction

We are seeking to establish Ledsham Manor Primary Academy on the site of the former Gorsthills Primary School in Great Sutton. We believe this site is the most appropriate location as there was previously a primary school here. There is also an extensive residential development of 1,500 homes commencing in Great Sutton which will provide pupils for our proposed school.

The below table compares the Hoole local authority ward, where St Martin's Academy was set up, with the Ledsham & Manor and Great Sutton local authority wards, as we expect the majority of our pupils will come from this area.

Local authority ward	Resident population	Average household income	Proportion of residents aged 0-15	Children eligible for free school meals
Hoole	9,500	£32,709	16.9%	9.0%
Ledsham & Manor	7,800	£37,389	16.1%	4.1%
Sutton	9,100	£26,589	17.1%	10.6%
Average	8,800	£32,229	16.7%	7.9%

(Source: "Ward snapshot", May 2015, Cheshire West and Chester Council.)

The information provided in the local authority's "ward snapshots" demonstrates the similarities between the ward of Hoole, where we established St Martin's Academy, and the wards of Ledsham & Manor and Sutton, where we are seeking to set up Ledsham Manor Primary Academy. The only clear difference is in the figures of children eligible for free school meals; this figure varies across the whole of the local authority as there are pockets of deprivation throughout the borough. We will provide additional support as and when required to ensure that all children are catered for, regardless of their background or ability.

We are also conscious that the new Ledsham Garden Village development may impact on some of these statistics but do not envisage that there will be any major changes to the local demographics of the area.

Comparison of pupil population

Whilst we do not yet know the precise nature of our expect pupil intake, we have looked at the seven existing primary schools within a mile of our preferred school location to understand what their pupil cohorts look like and what needs they have. (There are eight primary schools within one mile of our preferred location; one is a special school and therefore we have not included this school in our research.)

The data in Cheshire West and Chester's *Starting School 2016/17* document indicates that one of the seven schools within a mile of our preferred location will have a total

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

expected pupil intake close to our expected total intake once Ledsham Manor reaches full capacity in 2023. Two schools are expected to have total intakes of 158 pupils and four are expected to have larger intakes, with one of those schools expecting a total number of 378 pupils on the roll in 2016.

The number of pupils who have English as an additional language differs across all schools, ranging from 1.7% to 9.2%. The biggest differences in pupil cohorts can be found in looking at the number of pupils eligible for free school meals, with figures ranging from 8.5% to 51.7%.

We have outlined our findings in the table below and included figures from St Martin's Academy, Chester, for comparison:

Primary schools within one mile of preferred school site	Number of pupils	% of pupils eligible for FSM	% of pupils with EAL
Parklands Community Primary School	173	51.7%	3.3%
Sutton Green Primary School	246	26.4%	1.8%
St Saviour's Catholic Primary School	204	30.9%	9.2%
Brookside Primary School	203	45.8%	4%
Meadow Community Primary School	386	8.5%	2.7%
Little Sutton CE Primary School	159	13.2%	2.9%
St Mary's of the Angel's Catholic Primary School	207	15%	1.7%
St Martin's Academy	75	0%	4%

(Source: Department for Education performance tables <http://www.education.gov.uk/schools/performance>)

Based on the existing schools in the local area, we anticipate that Ledsham Manor Primary Academy will have a higher number of pupils in receipt of pupil premium and free school meals than St Martin's Academy. We do not anticipate that there will be a significantly higher number of pupils with EAL. However, we recognise that new housing developments may impact upon the demographics of the local area.

We do not believe that any differences between pupils at St Martin's Academy and pupils who will attend Ledsham Manor will be significant enough to impact upon our vision and proposed curriculum model. The IBPYP is a rigorous but flexible curriculum and enables us to structure Ledsham Manor's curriculum around the needs of individual pupils. We will set high standards and ensure that provision is tailored to the pupil cohort and accounts for individual needs, so that children learn effectively and make excellent progress.

We will also buy in additional support where required, for example, to support children who have special educational needs or for whom English is an additional language. Wherever possible, we share experience and resources between Trust schools, and

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

Ledsham Manor will join this partnership.

Delamere Academy employs an Inclusion Manager part-time and her hours would be increased to support Ledsham Manor Primary Academy where necessary. Similarly, if Ledsham Manor has pupils with English as an additional language who require additional support, we will draw on the experience of Ellesmere Primary School (who have recently joined the Trust), where approximately 20% of pupils have English as an additional language.

Delivering an ambitious curriculum

Pupils will be organised in single, mixed ability and mixed gender year groups, according to age, with a maximum of 25 in each class. Ledsham Manor will grow to cater for children from Reception to Year 6, with no planned changes to year group sizes or structure as the school grows. The school will reach full capacity in 2023 with 175 pupils.

The academic timetable will be based on that of St Martin's Academy, but will be developed with the Headteacher at Ledsham Manor, in order that it meets the needs of pupils and the school's social context. We intend to teach the same subjects with the same amount of time devoted to each subject as we currently do at St Martin's; this model has proven effective and allows for time to be spent on enrichment activities.

In order to meet our educational values and achieve our vision at Ledsham Manor Primary Academy, we will follow the International Baccalaureate (IB) Primary Years Programme (PYP) with a strong emphasis on the core subjects. This will make our school stand out as the first in the Ellesmere Port area to offer this type of curriculum. Our proposed curriculum is rich and varied and it takes into account the individual needs of each pupil. It also emphasises the development of the whole child and broadens the variety of learning opportunities.

The PYP will enable Ledsham Manor to have a unique framework for learning in which children will thrive. It will enable our children to become creative thinkers and doers, structures learning sufficiently that children can think in a multidisciplinary way and enables children to see the shades of grey. These valuable skills are what will enable our learners to flourish at their high schools and then take these skills forward into the world of work.

Curriculum - The Early Years

The early years induction will be the most important part of ensuring our children get the building blocks on which the rest of their educational career will develop. Our ambition for the early years facility at Ledsham Manor Primary Academy is that all children will learn through a range of first hand experiences that stimulate their engagement with learning. We want children to build their confidence and in turn, increase their desire to learn. We work to ensure that every child receives the very best opportunities to become confident and inquisitive learners.

St Martin's Academy follows the Early Years Foundation Stage curriculum and Ofsted

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

rated the early years provision as Outstanding. The children are well prepared for Year 1, as noted by Ofsted: "From their starting points, children in the Reception class make outstanding progress. They make a strong start in the Reception class because of the emphasis adults give to developing children's personal and social skills through exciting play opportunities. Consequently, children's self-confidence blossoms and with it their desire to extend their learning in other areas such as English and mathematics." For the past two years their results have been significantly higher than that of other schools within the local authority area.

At Ledsham Manor we will also follow the EYFS curriculum which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's "school readiness" for Year 1 and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We value the importance of early years in the foundation of a child's learning and wellbeing and know that the EYFS is important as it helps to prepare children for their future learning and successes. At St Martin's we work in partnership with families to get to know each child as an individual, and value the importance of a smooth transition into school. Parents are their child's first educator and so working together in partnership is key to influencing their future achievements; every child deserves the best possible start in life and the support that enables them to achieve their potential. We work together with each child's pre-school, visiting the setting to meet children in their play environment as well as meeting their key worker. We also use home visits as a valuable way to get to know each other. This process will be replicated at Ledsham Manor so that every child and their family will feel part of the school community, which includes feeling part of the local community overall.

At the end of the first school year an EYFS profile will be compiled, to record the education journey of our children. In order that children's experiences are built upon as they enter the Foundation Stage and that parents remain secure and active partners in their child's education, we will continue to involve them at every stage.

Curriculum - Primary Years Programme

The PYP will ensure that our children learn in a fast moving environment, that their basic skills of maths and literacy are strong and that there is no underachievement. Our research shows the IBPYP curriculum reduces underachievement because learning is aimed at bridging gaps between the sexes and making sure that children learn in a variety of ways. This means that regardless of gender, children at our school will have the opportunity to learn creatively and, within our school, underperformance will not exist.

Our curriculum will build upon subject and topic teaching, using the IBPYP as a framework for learning, with additional emphasis on the core subjects of English and Mathematics. In addition, ICT will be rich in all subjects throughout the school. We will build our curriculum locally and develop a global outlook where appropriate. Ledsham Manor's curriculum will be centred on skills in all subjects, ensuring that it entuses children's learning. The children will learn in topics, focusing on key skills, with

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

timetabling for the core subjects. This approach creates more opportunities for cross-curricular learning and avoids tenuous links in core subjects.

All children within the school will learn through a central core topic with the work differentiated to their ability. The focus in each classroom will be on high quality, teacher-led learning with student enquiry through the use of 'big questions'. Each week we will start our learning with core enquiry and from this our learning will develop. Within this approach we will timetable core subjects ensuring that children's basic skills are developed to their maximum potential. We believe that the arts - music, dance, drama, art and literature - are a fundamental part of the curriculum. A focus upon the arts will be integral within our learning, ensuring children have the greatest opportunity to develop creatively.

Aspirational targets will be set for all children, regardless of their background and ability. We want to enable children to be the best they can possibly be, and will do this by providing a fully inclusive education that meets the children's needs. Learning outside the classroom and residential visits are part of this process. The hook on which we will seat our learning will be about ensuring that children have the opportunity to learn through many curricular-related activities beyond our school.

Our curriculum will be enriched with a range of peripatetic musicians, trips and visits. This will be modelled on provision in both of our current schools and will be appropriate to the school's setting. We expect our children to take part in at least one trip and have one visitor per term throughout their school life. The teachers will plan this in conjunction with our curriculum model, and again, reflecting the local context.

We also believe that Physical Education plays a vital role in contributing to a child's physical and emotional development, and overall health and wellbeing. We will ensure that primary sports funding is used effectively so that PE is a strength of Ledsham Manor and taught by its teachers. All children will take part in weekly swimming lessons from Reception onwards, all year round. This currently happens at both Delamere and St Martin's, and the children are beyond what they would ordinarily be at that age/level.

Effectively resourcing the school and offering the children high quality equipment will be a priority, particularly creating high quality learning environments which are valued and cared for by the children. At Ledsham Manor, the use of ICT will be innovative, mobile and integrated throughout our school. It will be an important aspect of our approach to learning, creating independent, challenging activities which will be used in all lessons, to bring the curriculum to life and broaden learning opportunities. Parental lease hire schemes will be part of our approach to ICT. The shared use of facilities will enable us to create a school that is different and forward thinking. We will also be offering a number of family learning projects centred on using ICT together. So many of the jobs our young children will end up in haven't been invented yet and as such, it is vital as educators, working within the confines of our budgets, that we ensure the children's ICT skills are equipped to deal with the modern and ever-changing world.

Curriculum - Provision of extended services

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

North West Academies Trust believes that the provision of extended services is integral to the way in which our schools operate. Ledsham Manor Primary Academy will aim to be open 51 weeks of the year, with a 39 week time table for learning and holiday care from 8am to 6pm for the remaining 12 weeks (subject to local demand). We will follow the local authority's school year timetable, however we will reserve the right to change the school year's timings should there be a need.

We will offer a "Wrap Around Care" facility at Ledsham Manor, providing childcare from 8am to 6pm during term time and holiday care for families during the school holidays. A "breakfast club" will operate from 8am to 8.30am. An after school club will also operate, providing a safe, secure and relaxed environment for all children. We will offer a wide range of activities, incorporating craft, board games reading, construction, sport and much more, with children choosing the activity that suits them best.

In future years, there will also be a facility for children to complete homework tasks in a supervised quiet space in school.

Curriculum - Enrichment programme

Ledsham Manor Primary Academy will offer its pupils more than academic excellence; all children, regardless of background or ability, will have access to a wide range of activities to help develop their interests and abilities. Our enrichment programme will enhance learning outside the general curriculum, and ensure that learning is relevant to improving each child's knowledge and skills.

The Trust's strong relationship with the Timpson Foundation, who currently provide extensive support to two of our schools, enables us to offer high quality enrichment programmes. The Timpson family have a strong tradition of supporting worthwhile causes and providing opportunities for disadvantaged young people. They encourage ambition and hard work and have already committed to supporting our enrichment programme at Ledsham Manor.

The Timpson Foundation have provided extensive practical and financial support to schools in our Trust. They have worked with Oak View Academy to develop links with Greggs, and the school now has a fully funded breakfast club which has been a key part of their transition from an isolated and disenfranchised school into one with a positive and encouraging culture and ethos. They also provide a bursary of £50,000 to Oak View, which the head uses to "open the children's eyes to the wonderful world of possibility".

The Timpson Foundation also provides support to Delamere Academy which has resulted in the school's enrichment programme being the most advanced within the Trust. The children at Delamere participate in clubs including "Eco Science", "STEM", "Green Team" and "Cooking", Providing a wide range of enrichment activities has given our pupils the opportunity to try new things and develop their skills, as well as work together on projects such as planting vegetables in the school garden.

Senior members of North West Academies Trust schools have also participated in a management course run by the Timpson Foundation, which has enabled them to

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

develop their leadership and management skills in a non-school environment. The staff at Ledsham Manor will be encouraged to take part in this course and other forms of professional development.

The relationship we have built with the Timpson Foundation has enabled us to offer more than just a high quality curriculum and our pupils benefit from the additional opportunities available to them. We welcome their support in developing our enrichment programme at Ledsham Manor Primary Academy.

Curriculum - Working in partnership with parents

Engaging with parents will be a key aspect of learning; HOUSE (Helping Others Understand School Experiences), a unique programme ensuring parent and child interaction, will be implemented alongside the IBPYP. Developing learning through this partnership will be the responsibility of the appointed team, ensuring that education doesn't end at the school gates.

Following their visit to St Martin's Academy in 2015, Ofsted noted that "Parents are kept well informed about the progress that their children are making...parents feel that the accessibility of leaders and other adults each day is a strength of the school." We will ensure that this is replicated at Ledsham Manor so that parents are actively involved with their children's learning.

From our experience of working across a wide range of schools we understand the importance of working with parents to deliver a well-rounded education. We will undertake an audit of parental needs to ensure that we provide the necessary support for parents to be a part of their child's education and will provide family learning sessions and workshops on key topics, for example, phonics and helping children to read. Ledsham Manor's governing body will also include a minimum of three parent governors to ensure that there is parental involvement in the school's curriculum.

We feel it is vital to know our learners really well and ensure that in addition to their academic needs, their emotional wellbeing is paramount. This is particularly important in setting up a new school from scratch. Our underlying objective will be to bridge the gap between state and private education. To be successful we have to compete with class size and high quality learning. As a standards-driven organisation it is vital that we ensure all children have the absolute right to achieve their best and offering this curriculum will ensure that is the case.

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

Introduction

We believe that ongoing monitoring of pupil performance and achievement is vital to ensuring rapid progress and that all children achieve to their potential. Two of our Trust directors are qualified Ofsted inspectors and we will use this insight to support the school in driving up standards to be the best school in the Ellesmere Port area.

The monitoring of teaching and learning at Ledsham Manor Primary Academy will be undertaken through a number of measures:

- Lesson observation, which will take place every term, centred on a whole school theme. Observations will involve watching lessons, discussion with teachers and setting targets based on areas for development.
- Drop in observations, which will take place at short notice, with the aim of maintaining high standards at all times.
- Planning and assessment, which will be reviewed termly in accordance with development.
- Scrutiny of literacy, numeracy and science books on a year basis to ensure consistency in teaching approaches.
- Performance management of all staff, following the setting of targets in the autumn term.
- Setting targets for each child for reading, writing, spelling and maths, with progress being monitored on a termly basis.
- Using books to help set and understand objectives. All pupils will be challenges through extending and differentiating their work accordingly.
- Benchmarking of data against other Trust, local authority and national schools that share the same attributes.
- Assessment, which will take many forms but will always be used to inform learning and development.

Consistent approach to assessment and setting targets

At Ledsham Manor, we will measure our success by outcomes. We will maintain a robust system for effective appraisal and all staff will be set specific child-focused targets which will include self-evaluation. We will also ensure that the pay and progression of our teachers reflects their success in achieving strong pupil progress and raising standards. The leadership of Ledsham Manor will play a key role in monitoring the teaching of our children and ensure high quality professional development which raises standards and enables our school to be the best in the Ellesmere Port area.

The EYFS will be monitored through learning profiles. Regular teacher assessment of learning will take place in addition to end of year tests and will follow end of key milestones. These measures will be vital for children to understand their own progress

D2 – measuring pupil performance effectively and setting challenging targets

and to also demonstrate to parents how their children are performing.

We will implement measures including benchmarking of reading and effectively using spelling tests to demonstrate progress and ensure that none of our children underperform in relation to their chronological age. The progress of our pupils is paramount; we want our staff to identify areas for improvement and provide additional support. We will also use pupil premium funding to target rapid intervention so that the needs of pupils are addressed and they can progress at the same rate as their peers.

All schools within our Trust have strong external support networks, including partnerships with other outstanding schools. Ofsted commended St Martin's Academy for making effective use of their links with partner schools by providing opportunities for teachers and pupils to benefit from sharing outstanding practice. We intend that Ledsham Manor Primary Academy will also work in partnership with St Martin's. The Trust will work with appointed consultants to provide quality assurance and ensure that all accountability procedures are followed at Ledsham Manor. We will undertake regular school improvement partner visits to monitor progress, with the objective being to improve progress.

All pupil assessment will be recorded using our school management systems, Insight Tracker and Arbor, and evidenced by RAISEONLINE. From Key Stage 2, this data will include individual CAT testing, termly assessments such as reading, writing and maths, and block and unit testing results for literacy, maths and science.

Rigid tracking of pupil progress will ensure that our children's achievement and attainment are well beyond that of existing local schools. We will regularly compare Ledsham Manor Primary Academy with others using published data. As our school will be modelled on the successful St Martin's Academy, we will work to develop a close relationship between the two schools as well as Delamere, Oak View and Ellesmere.

Ledsham Manor will meet all statutory obligations of annually reporting results for Key Stage 2 pupils and termly attendance through census data. St Martin's Academy maintains its own assessment data which is used to measure pupil progress and this process will be replicated at Ledsham Manor to ensure consistency.

Consistent approach to governance

Governors at all Trust schools have also played a part in measuring pupil performance and setting challenging targets. This is evidenced by outstanding results at St Martin's Academy and Delamere Academy, and a rapid improvement in results at Oak View Academy. The Education and Mission Committees of each governing body review the progress of pupils at each meeting and assessment data is also provided to the full governing body. We will replicate this strong governance structure at all schools, which will further ensure consistency in how we measure progress and challenge the leadership of the school.

As a Trust we set high expectations for governance across all schools. We invest in our governors and are not afraid to make difficult decisions in the best interest of our children. When our Trust became the academy sponsor for Oak View Academy, we found that the children and parents had been repeatedly failed by the school. We took

D2 – measuring pupil performance effectively and setting challenging targets

the decision to dismiss the entire governing body due to their ineffective monitoring of the school's curriculum, standards and results, and abject failure in dealing with the problems faced by the school. With a new team providing strong governance and supporting and challenging the school's leadership in equal measure, we are already seeing progress from Oak View's pupils. We have also invested in training so that our governors understand their role and know what it is they are monitoring.

Consistent approach to behaviour

As at our other schools, Ledsham Manor Primary Academy will have a robust behaviour policy. All staff will be responsible for delivering a consistent approach to dealing with and rewarding behaviour in school, and this will extend to peripatetic staff and volunteers who work at our school. We will operate the "Praise in Public" and "Reprimand in Private" policy that is in use across all Trust schools, and we will also work closely with parents to ensure they play an active and supporting role in their child's progress and achievement.

The Trust also works with schools to ensure that external support is provided where necessary to ensure a consistent approach to behaviour. Prior to joining the Trust, the behaviour at Oak View Academy was very poor, with frequent temporary and permanent exclusions. With the support of the Trust, Oak View Academy has implemented the successful SafeBase for Schools programme (offered through the After Adoption charity), which aims to help schools effectively support pupils to reach their potential. Through SafeBase, practical support strategies have been put in place to teach pupils to keep calm and self-regulate their behaviour, manage conflict, and improve confidence. The staff at Oak View have also been supported and have the ability to respond appropriately to the needs and behaviour of pupils. This has helped to improve overall behaviour and there has been only one temporary and no permanent exclusions at the school since the programme was implemented.

We believe that success breeds success and implementing consistent and effective approaches to all aspects of pupil performance will ensure that Ledsham Manor Primary Academy offers an education to all children that is second to none.

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.

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- use space provided below; and
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D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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Introduction

All one-form entry schools that we sponsor will have a Head of School or Head Teacher if appropriate, Deputy Head Teacher and Assistant Head. The Trust's [REDACTED], in [REDACTED] capacity as [REDACTED], will operate above them, directly answerable for achievement and attainment, standards of teaching and learning, behaviour and safety and ensuring that each child at school has the best opportunities in life. We currently operate this structure at our existing schools and it works effectively.

Appointing a Headteacher

The Headteacher for Ledsham Manor Primary Academy will be our first staffing priority, as we believe that the staff make or break any school. Part of the startup grant will be used to appoint this person by April 2017 at the latest. The appointment of the Headteacher will be followed by the recruitment and appointment of key staff in all areas. We will build the team around the Headteacher so getting the right person to provide leadership is essential and will help to attract high quality staff to the school.

Appointing a Headteacher who fully understands the needs of the community and local area will be vital to the school's success. This will be even more important as we expect that pupils will come from a variety of backgrounds, including the new housing development and existing housing estates. Whilst knowledge and experience of the Ellesmere Port area will be welcome, this will not preclude people outside the area from applying. We want the best Headteacher for Ledsham Manor and the right person will be flexible and use their skills and experience to adapt to the local context and lead the school community.

The Headteacher will be responsible for the setup of the EYFS structure and will provide day to day management and leadership of the school during its early stages. We will seek a Headteacher who is visionary and strives for excellence, and will provide dynamic and energetic leadership at all times, particularly in shaping the future of the school as it grows.

Staffing our school

We know that the success of our school will determine our reputation, and subsequently whether we attract the best possible staff. As the school grows we will recruit staff accordingly, ensuring that our team is built around the Headteacher to ensure we retain strong leadership and excellent practice. We will ensure one qualified teacher per class is appointed, with specialist teaching of core and non-core subjects as we grow. It is vital that from Year 1 we employ the best primary generalists in order that teaching and learning and our curriculum are of the highest standard from the outset. Our school will grow one class per year and staff will be employed through a rigorous recruitment process as and when required, with the expectation that one full time teacher is added to the school's staff each year, plus additional support and specialist staff as the school grows. We aim to appoint a Deputy Headteacher by the third year, dependent upon current and projected income and the need for support.

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

The table below shows our expected staffing structure at Ledsham Manor Primary Academy in the first year of opening (2017/18) and the seventh year at which we reach full capacity (2023/24).

Year 1 2017/18	Staff	FTE
	Headteacher	Full time
	Teacher* x1	Full time
	Teaching assistant x 2	Full time
	Office manager	25 hours per week
	Caretaker	15 hours per week
	* Reception teacher will also be Foundation Stage Manager	
Year 7 2023/24	Staff	FTE
	Headteacher	Full time
	Assistant Headteacher**	Full time
	Deputy Headteacher**	Full time
	Teacher x 5	Full time
	Teaching assistant x 8	Full time
	Office manager	25 hours per week
	Administrative assistant	15 hours per week
	Caretaker	25 hours per week
	** Both the Assistant and Deputy Headteachers will teach full time	

We are able to deliver this staffing structure because each school within our Trust is supported by an experienced team of part time staff and freelance consultants who are directly employed by the Trust. This enables us to invest directly in staff and education at each school. All staff are actively involved in tasks such as supervising lunchtime and our Assistant and Deputy Headteachers will teach full time.

Working in partnership with other schools

One of the successes of St Martin's Academy has been in establishing an effective external support network, including partnerships with other outstanding schools, close links with local schools, working with the local authority where appropriate, and employing the services of a specialist consultant. The Trust encourages collegiate working between its schools wherever possible: St Martin's currently works with Delamere CE Academy, Oak View Academy and Ellesmere Primary School to share services. Once open, Ledsham Manor Primary Academy will join this partnership.

St Martin's Academy's [REDACTED], [REDACTED], will work closely with Ledsham Manor's Headteacher, especially in the pre-opening stage. [REDACTED] experience in setting up St Martin's Academy will be vital in supporting and mentoring our appointed

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

Headteacher, particularly in the first year of the new school. [REDACTED] successfully led St Martin's Academy to an outstanding Ofsted rating after being open for just 18 months and [REDACTED] leadership and management of the school was instrumental in their successful inspection. [REDACTED] was commended by inspectors, who noted that "Following [REDACTED] direction, leaders at all levels, including middle leaders and leadership in the early years, are very effective in promoting a whole-school ethos where pupils are eager to learn even more." We want to replicate this culture and ethos at Ledsham Manor Primary Academy.

In the absence of a school building in the pre-opening stage, Ledsham Manor's appointed Headteacher will be based at St Martin's Academy in Chester, which will provide the opportunity to shadow [REDACTED] and work alongside existing staff. This supportive mechanism will continue once Ledsham Manor is open.

We also intend to use [REDACTED], [REDACTED] at St Martin's Academy, in the initial stages of Ledsham Manor being open. [REDACTED] originally came from [REDACTED] to St Martin's when the school was established and is an [REDACTED] who has also supported NQTs at [REDACTED] and [REDACTED]

As a Trust we are keen to promote from within our organisation where possible, both to ensure continuity and consistency between schools, and to support the professional development and leadership potential of our staff.

North West Academies Trust support

All of our schools are supported by Trust staff. We employ part-time core staff and staff who are freelance or employed on a contractual basis to deliver specific pieces of work and projects. These flexible arrangements work effectively as it enables us to place our human resources where and when they are required, and ensures the needs of each school within the Trust are fully met. Our "back office" set up is strong and includes financial, administrative, communications, facilities management, legal and HR support, which means we are well equipped to provide ongoing support to Ledsham Manor, both throughout the development process and once the school is open.

As a small Trust, we aim to keep additional costs at a minimum and always seek the most cost effective approach in delivering support to our schools. We currently outsource specific tasks, including HR support and IT provision, as this is the most cost effective approach and enables us to invest more in the education of our children.

We have included a copy of the North West Academies Trust staffing organogram with this application to further demonstrate our "back office" structure.

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

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Introduction and local context

As a Trust currently working across three schools, all within different catchments, we have thorough first-hand knowledge and experience of the range of diverse needs of the communities which our schools serve. We believe that all schools, regardless of where they exist in the UK, need to serve the needs of the pupils who attend as a priority and ensure that parents value the service we provide.

Beyond this, pupils need to feel part of and have a sense of pride in the area in which they live, an understanding of the community in which the school is located and how this community fits within the town or city, the broader region, eventually the national and global picture. The expanding elastic band theory allows for layering of children's understanding and ensuring that over time children and parents appreciate their greater role in society.

A broad and balanced curriculum

Whilst we are proposing to establish Ledsham Manor in what is a largely mono-cultural environment, our school will be open to all children, regardless of background or ability. Pupils will be given opportunities to work with other communities which in turn will help support their understanding of the broader elements of community cohesion. We recognise the importance of helping children to acquire the qualities and skills necessary to fulfil their potential. Our school will provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

By following the IBPYP curriculum as we have at St Martin's Academy, our core objective is to create a fully inclusive school that enables all children, regardless of ability, to learn in an outstanding environment. Our aim is not to label groups, rather, to create a school that nurtures the individual. Our policy for children who have additional educational needs will:

- Enable children to be the best they can possibly be, regardless of ability or background
- Provide fully inclusive education that meets children's needs
- Develop an innovative, well-resourced curriculum which will be ICT rich and dynamic, ensuring children have a thirst for knowledge
- Use skills-led learning, based on core enquiry
- Create an outstanding school that meets the needs of both children and parents
- Ensure early intervention in relation to needs takes place as appropriate.

The IBPYP is aimed at all learners, regardless of background or ability. Through careful strategic planning, setting where appropriate and working with our teachers, we will ensure that we identify particular pupils' abilities and needs early on. We recognise that it is impossible to predict if all of our children will be average, above average, below average or gifted at this early stage; the Headteacher and Inclusion Manager will

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

identify particular children's needs through the core analysis of data and results. If, as predicted, we have an even distribution curve, we will tailor our curriculum individually. Ledsham Manor Primary Academy will treat all pupils as individuals and make sure their needs are fully met in relation to curriculum outcomes. The teaching staff will routinely check the process of all pupils, including the most able and disadvantaged, and adapt the support offered or level of challenge accordingly. The IBPYP is perfect for this, allowing all children to access high quality learning at their level and learn through enquiry.

Effective teaching of able pupils will take place in mixed ability contexts; setting will not be a prerequisite. We know from experience that raising the aspirations of gifted and talented pupils in a mixed ability class has been found to raise the aspirations and achievement of others as well. Pupils of all abilities will benefit from working at different times in groups which might be formed on the basis of similar ability, mixed ability, friendship, interest or gender.

We believe the IBPYP curriculum provides children with the opportunity to take learning beyond the basics. St Martin's Academy has worked hard to promote British values and their success was identified by Ofsted: "The promotion of pupils' spiritual, moral, social and cultural development is integral to the academy's values. Pupils benefit from a wide range of cultural experiences including music, speaking an additional language, art and sport, along with frequent educational visits to museums. Assemblies bring together the school's strong work on promoting fundamental British values by introducing pupils to an appropriate range of topics such as forgiveness, democracy and helping others."

We are proud of this success and intend to replicate this at Ledsham Manor. We will expect our pupils to operate a high standard of British values, including promoting liberty and equality, following the rule of law, and having mutual tolerance and respect for others. Additionally, we will encourage our children to demonstrate values such as honesty, politeness, motivation, perseverance and hard work.

Core British values will be encouraged within the school in a number of ways, including learning and behaving in accordance with classroom and school rules, learning about democracy and electing house captains and a student council.

These values will also be reinforced through appropriate enrichment activities, for example, visits by authorities such as the police and fire service. We will also work to create partnerships with the local police to help our children develop an understanding of the reasons for rules and laws, the responsibilities that come with them and the consequences when they are broken.

Values such as mutual respect will be enforced through our behaviour and anti-bullying policies. We will have a Positive Praise and Discipline Policy, which will aim to promote good behaviour and mutually shared respect for others in all aspects of school life. All staff will be responsible for delivering a consistent approach to dealing with and rewarding children's behaviour in school. We will use "Praise In Public" and "Reprimand In Private" as our guiding principles, in order that we treat children with dignity and respect. We will recognise and reward children who show understanding, friendship and kindness to others. A "Star of the Week" award will be given to pupils

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

who demonstrate these values.

We will have a School House system in order to promote both individual reward and that of working within a wider team, and all children will be encouraged to contribute towards their House achievements. This system operates successfully across all Trust schools and Delamere Academy was featured in the local press in December 2015 for their success in raising money for different charities. The children set themselves a target for their respective charities and worked together to reach their goal, as outlined in the following link: <http://www.chesterchronicle.co.uk/news/chester-cheshire-news/delamere-ce-academy-pupils-raise-10642498>. We believe the House system is vital to developing the culture and ethos of Ledsham Manor Primary Academy. Providing these opportunities helps to develop a greater understanding of the wider world and also ensures they have a sense of care for others, resulting in more rounded children.

We will also ensure that all children have equal access to the curriculum and after school clubs and activities by continually monitoring provision. Our governors will play a role in this, as they do at St Martin's, by both supporting and challenging the leadership of the school in equal measure.

We will actively promote diversity, respect and tolerance by learning about and celebrating cultural difference. The children at Ledsham Manor will have a weekly French lesson and learn about the traditions behind widely celebrated events such as Chinese New Year. We want our pupils to have a positive view of British values and understand how they fit into the broader community. This has been done very successfully at St Martin's, as demonstrated by the pupils' recent story telling session at the local retirement centre.

Community ethos

As with St Martin's Academy, Ledsham Manor's reputation and place in the community will be determined from the outset. We have seen firsthand how proactively engaging with the community makes a difference, particularly in terms of changing perceptions. North West Academies Trust recently converted Oak View Academy, which was formerly a failing school with a poor reputation. We have worked closely with the new Headteacher to restructure the team, recruit new staff and make changes to the layout of the school. We have also provided support in the form of marketing and communications, ICT and behavioural consultants. As a result, Oak View is now a far greater part of the community locally and children are beginning to see how they fit into a wider community context. This has enhanced their learning and they are leading from the front in promoting a strong community ethos.

Having a successful track record in this area means the Trust can use its experience to support the Headteacher at Ledsham Manor and help ensure that this vital area of the curriculum is supported and developed. We want the pupils attending our school to feel pride in their local area, but also want the local community to feel pride in our school. There are also opportunities to engage with other schools in the immediate vicinity and wider area, including St Martin's Academy. We will work closely with the Headteacher and staff to ensure that the school does not operate in isolation and is fully integrated within the local community.

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

Meeting the needs of all pupils

From experience we recognise that pupils of high ability may have particular social and emotional needs which may require support, including:

- Difficulties with peers
- Expectations of teachers and parents - we must be aware that emotional maturity is not always in line with intellectual ability and not to expect too much all the time
- Decision making and perfectionism - we must aid children to make appropriate choices and develop a sense of proportion
- Intellectual arrogance - we must help children to see the advantages of an open mind and broader perspective and develop their schools for effective teamwork
- Feelings of isolation and anxiety - we must help children to develop perspective and a positive view of self.

Mentoring and counselling will be a way of providing stimulating and worthwhile experiences for children of high ability and be used by our teachers and teaching assistants, in academic, holistic and occupational forms. We will offer flexibility, enabling Ledsham Manor Primary Academy to determine the needs of pupils and then identify the necessary local providers to support learning. Effective setting and mentoring will ensure there are no gaps within our learning and that all pupils are challenged accordingly.

Pupils with additional language needs will be taught effectively through differentiation and additional support as and when appropriate to support their learning. Where this arises at Ledsham Manor, we will use setting and differentiation as primary measures in our teaching. In addition, CATs will be used to establish a level of intelligence followed by the introduction of an IEP. North West Academies Trust also has existing links with language schools in Cheshire West and Chester and we will use these links to ensure that the needs of the children are fully met.

Safeguarding and welfare of children

At Ledsham Manor we will foster a culture of mutual respect. The atmosphere within our school will be one that encourages all children to do their best and we will provide opportunities that enable our children to take and make decisions for themselves. Our teaching of British values, personal, social, citizenship and health education, as part of our enriched curriculum, will help to develop appropriate attitudes in our children and make them aware of the impact of their decisions on others. We will also teach them how to recognise different risks in different situations, and how to behave in response to them.

We recognise that the Government's Prevent strategy is aimed at protecting children from harm and to ensure that they are taught in a way that is consistent with the law and British values. All staff will be trained in accordance with the Prevent strategy, so that they are able to identify any behaviour that suggests a child is at risk of being radicalised or being drawn into extremism, and refer this to the relevant agencies. We

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

will provide internal training as staff are inducted into the school and also provide external training from a DfE approved Prevent trainer, so that our staff know their responsibilities and how to report any concerns they may have. Our priority will always be the safeguarding of our children.

North West Academies Trust will ensure that Ledsham Manor Primary Academy has a clear child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request. We will ensure that all staff and governors are clear about their roles and responsibilities with regard to safeguarding and child protection issues. We will also work to raise the awareness of all staff and identify responsibility in reporting possible cases of abuse, ensure effective communication between all staff when dealing with child protection issue and establish the correct procedures for those who encounter a child protection issue.

Additionally, we will ensure that the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children. Where necessary, nominated governors will also undertake safer recruitment training so that they are able to play an active role in ensuring that procedures are carried out properly.

Ledsham Manor will have clear procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures. A senior member of the school's leadership team will be designated to take lead responsibility for child protection; a deputy will also be designated. All staff will undertake statutory child protection training and we will ensure that any further necessary training is arranged and delivered. We will also ensure that where services or activities are provided to Ledsham Manor Primary Academy on the school premises by an external body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

Our governing body will nominate a governor to be responsible for liaising with Cheshire West and Chester Council and/or partner agencies in the event of allegations of abuse being made against the head teacher. All governors will receive training in the safeguarding of children; this training will be updated accordingly and we will ensure that Ledsham Manor is supported in the provision of both statutory and additional training where necessary. All of the Trust's existing schools share common policies to ensure consistency and this will also be the case at Ledsham Manor.

The health, safety and wellbeing of all our children is of paramount importance to all the adults who work in our schools. Our children have the right to protection, regardless of age, gender, race, culture or disability. Keeping our children safe is our first priority. We will participate in practical initiatives, such as Operation Encompass which is now being rolled out across Cheshire West and Chester following a successful pilot. This initiative involves the sharing of information between Cheshire Police and schools within the local authority area in order that children and young people are better supported following their exposure to domestic incidents outside of school.

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

Introduction and local background

In 2007 Cheshire County Council embarked on a programme called Transforming Learning Committees (TLC). This was a thinly disguised programme of mass school closure which ended with immediate effect when the new Cheshire West and Chester Council was formed in April 2009. The TLC programme took no account of future pupil projections, resulting in Cheshire being left with a chronic shortage of school places. Several local schools were closed, forcing pupils into larger schools which did not always suit the children's needs. Gorsthills Community Primary School, on the edge of Great Sutton and Ledsham village, was one casualty, despite intensive campaigning by local parents and residents.

Ellesmere Port and the surrounding suburban areas have seen huge growth in housing and business over the last 10 years. The growth of the leisure and service industries, changes in large scale manufacturing and the petrochemical industry, and expansion of the popular Cheshire Oaks outlet have resulted in an increase in business and industry, and plans for new housing across the local area have been approved by the local authority.

As part of the local regeneration, the area between Cheshire Oaks in the south and Great Sutton in the north has seen significant development, including new housing estates, which further exacerbated the shortage of primary school places in and around Ellesmere Port. Additional new housing estates have been approved in the Little Sutton and Ledsham areas over the coming years, with approximately 1,500 new homes to be built in the immediate future.

Rationale for establishing a new school

When Gorsthills Community Primary School closed, the school's pupils had to move to other nearby schools, which increased pressure on already full schools and left the

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

local area without a much needed primary school. The catchment area for schools such as Sutton Green Primary School increased overnight. There have been no new primary schools built in the area in the last nine years to address the problem of school oversubscription, or to ensure provision for the expected growth in population. Existing schools have been expanded and developed to accommodate additional pupils rather than any new provision being created.

Our aim in setting up the Ledsham Manor Primary Academy is to create new primary school places in the local area and address the void that exists due to a lack of foresight in planning and strategic direction. Moreover, we want to offer parents a choice in an area of overwhelming demand, with a school that meets the needs of their children.

We believe there is a clear case for establishing a new primary school in the Ledsham and Sutton area, providing excellent education:

- All existing primary schools within a mile of our proposed site are oversubscribed
- The demand for primary school places is at unprecedented levels and will continue to increase over the next 10 years, according to local authority data;
- If this demand is not addressed the situation will get worse, both in terms of new housing developments and the projected increase in number of children in the local area
- The demand from local parents, based on our past research, exceeds our proposed yearly intake of pupils
- Our proposed school will add to choice and diversity - there are no primary schools in the local area offering the IBPYP curriculum

Basic need

The number of children requiring primary school places in the Ledsham and Sutton area has not fallen since Gorsthills Community Primary School closed. Families have not moved out of the local area, so their children attend the remaining primary schools. There are more children in need of school places and many of local primary schools are oversubscribed. Furthermore, the number of children aged 0 to 15 across the Cheshire West and Chester local authority area is predicted to increase by 8% between 2012 and 2022. The local authority anticipates that this increase in population will continue until 2026. At a local level, across the Ledsham Manor and Sutton wards, the current estimated population of children aged 0 to 15 is 2,800 (16.6% of the total population).

Primary schools in the Ledsham and Sutton area in particular are heavily oversubscribed, a problem which will only be exacerbated by new housing developments and general population increase. Evidence of oversubscription can be seen in the number of preferences for each of the seven mainstream primary schools within a mile of our preferred school site in Berry Drive, Great Sutton, Ellesmere Port. We have outlined this information, using the most recent available figures, in the table below.

School name	Distance from	PAN	Total number of
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E1 – provide valid evidence that there is a need for this school in the area

	proposed school site (in miles)		preferences received 2015
Parklands Primary School	0.467	30	33
Sutton Green Primary School	0.502	40	54
St Saviour's Catholic Primary School	0.676	30	55
Brookside Primary School	0.722	30	45
Meadow Community Primary School	0.828	60	123
Little Sutton CE Primary School	0.849	30	68
St Mary of the Angels Catholic Primary School	0.862	30	62

(Source: Cheshire West and Chester Council's *Starting School 2016/17* booklet)

In 2015, there were a total of 440 preferences received for 250 school places across seven primary schools within a mile of our proposed site. A number of these schools have expanded their building capacity to accommodate extra pupils, but the amount of space is finite and it has not contributed to the driving up of standards across the local area.

In addition to the existing need, the new housing developments in Ledsham and Great Sutton will result in further pressure on already oversubscribed schools. There is very limited capacity to accommodate more children in the future and by establishing a new primary free school in this area, we will provide high quality education for local children and alleviate some of the burden on existing schools.

Evidence of demand

In our previous application for this school, we spoke to parents across the Ellesmere Port area, who expressed an interest in sending their children to a new school offering the IBPYP curriculum. We have included a table in Section E2 which indicates the postcodes of parents who would apply to send their children to our school and ages of their children at the time of surveying. The postcodes are spread out across Ellesmere Port, indicating that support is not limited to one specific road or local authority ward.

The demand expressed here by interested parents exceeds our proposed intake of 25 pupils per year. From our experience in setting up a free school from scratch, we found there was a large gap between the people who expressed an initial interest in sending their children to St Martin's Academy and the parents who chose the school for their children in 2013. This remains the case at St Martin's, where we regularly invite prospective parents to visit the school and obtain postcode data which is later compared to actual school applications. We recognise that any expression of interest cannot be considered a definite choice for any family, and we will continue to promote

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

Ledsham Manor Primary Academy as a school offering choice and diversity in the local area.

As identified, the schools within a mile of our proposed site are already oversubscribed and with the projected population growth this situation will only be exacerbated. Whilst we recognise that there will be families already living in the surrounding area who will want to send their children to Ledsham Manor Primary Academy, we anticipate that a large number of pupils will come from new developments, particularly the new Ledsham Garden Village development being built by Redrow. As the building of this residential development is only now about to commence, we are not able to obtain postcodes or expressions of interest from this particular area. However, once the site office and show properties are completed, this will provide a location to engage with prospective residents about our school and ascertain the level of support for our proposal. We will also continue to engage with residents as they move into the development.

Choice and diversity

We recognise that whilst basic need for school places is a key priority, there is also a need for schools that offer choice and diversity. Ledsham Manor Primary Academy will be the first school in Ellesmere Port to offer the IBPYP curriculum. We have successfully implemented this curriculum model at St Martin's Academy and believe that our success here can easily be transferred to another setting, enabling children in the Ellesmere Port to receive an exciting and challenging education. Our enrichment programme will enhance the curriculum, involve all staff and will enable us to tackle areas of development and extend our more able pupils, in order that effective challenge and support are delivered in equal measure.

We would welcome the opportunity to discuss the need and demand for a new school in the Ellesmere Port area at interview.

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

E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

We are seeking to establish Ledsham Manor Primary Academy on the site of the old Gorsthills Community Primary School, which served pupils from across Great Sutton, Little Sutton and Ledsham. We believe that our pupils will come from these areas, with the majority from the new housing developments as these new properties will bring an increased demand for primary school places.

Local authority engagement

Following our successful bid to establish St Martin's Academy, Chester, the Trust decided to apply to open a similar school in the Ellesmere Port area. We discussed our plans with Cheshire West and Chester Council. The local authority were very clear that they could not directly support one specific bid, however they expressed support for working with free school proposers and academy sponsors in order to meet the long term needs of children in the Ellesmere Port area. Moreover, they welcomed the prospect of more choice and diversity in education.

There was a change in political control of Cheshire West and Chester Council in May 2015, so whilst we cannot guarantee the same level of support from the local authority as before, we know there is support from individual councillors for establishing free schools within the Ellesmere Port area.

Parental engagement

As part of our previous application for this school, we surveyed parents and asked them a number of questions about the ethos and values of our proposed school, the curriculum and whether they felt there was a gap for different learning experiences and whether they would consider the school as one of their choices for their child. We found that 100% of parents supported our proposed ethos and values as well as our proposed IB curriculum. All parents said they would consider our school as a choice for their child in 2014 or 2015 and the table below indicates the postcodes and ages of the children whose parents would put the school down as a preference.

Postcode	Current age of children (2013)	Would apply for Reception 2014	Would apply for Reception 2015
CH66 2XX	3	Y	
CH66 2RS	3	Y	
CH66 1NR	3	Y	
CH66 3NW	3	Y	
CH66 2RZ	2, 2		Y, Y
CH65 8BT	3	Y	
CH65 9BT	3	Y	
CH66 2UX	2		Y
CH66 2LJ	3	Y	
CH66 4LU	3	Y	
CH66 3RX	2		Y
CH66 4SR	2, 5		Y
CH66 2NB	2		Y
CH66 4TN	3, 9	Y	

E2 – successful engagement with parents and the local community

CH66 1TH	1, 2, 5		Y
CH66 3PR	3	Y	
CH66 3JH	3	Y	
CH66 4TF	3		Y
CH66 3PE	2, 4		Y
CH66 3PE	1, 3	Y	
CH66 1NR	1, 3	Y	
CH66 2WP	2, 3	Y	Y
CH65 7DY	3	Y	
CH65 9AS	3	Y	
CH65 7EG	3	Y	
CH65 6RQ	1, 3	Y	
CH65 2BU	2, 3	Y	Y
CH65 3RD	3, 3, 7	Y, Y	
CH65 3EF	2, 5		Y
CH65 7TG	1, 3	Y	
CH65 4HN	1, 1, 3	Y	
CH65 5GH	3, 11	Y	
CH65 2JV	2, 2		Y, Y
CH66 2SW	3, 4, 8	Y	
CH66 8PY	3, 4	Y	
TOTAL		27	14

When we undertook this survey we asked parents from across Ellesmere Port as at the time we were considering a number of sites within the local area. Following feedback on our previous application we have identified a specific site that we believe would be the most suitable and practical to set up a new primary school.

We also found a large degree of parental unhappiness with current primary provision and many parents felt that they did not have enough choice when making a decision on where to send their child to school. A number of the parents we spoke to had children at schools already but said they would choose our proposed school over the current school if possible.

Further consultation

North West Academies Trust understand the process of statutory consultation. We will begin a formal consultation within 28 days of approval of our application, following guidance as per the Academies Act 2010.

Once we have received approval, we will announce details of the Ledsham Manor Primary Academy in the local press and arrange dates for public consultation hearings. We will invite local parents to attend all meetings, as well as contacting key people including parents who responded to our initial survey, all Headteachers at schools within a 1 mile radius, local Ledsham & Manor and Sutton councillors and the Member of Parliament for Ellesmere Port & Neston constituency.

We know from our experience in setting up St Martin's Academy that providing

E2 – successful engagement with parents and the local community

accurate and accessible information about our school is essential to dispelling common myths and fears about setting up a new free school, particularly in tight knit communities. We will ensure that our formal consultation and subsequent marketing campaign for Ledsham Manor focuses on providing information about what our school will provide to pupils and the free school system as a whole, ensuring that all relevant stakeholders are fully informed of the school's vision and plans for the future.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

██████████ will be responsible for delivering the Ledsham Manor Primary Academy and will manage the process from start to completion, working with other trustees and the school's Headteacher once appointed. ██████████ will also manage all staff, consultants and contractors throughout the process. ██████████ CV has been provided in the annex to this application.

As ██████████ of North West Academies Trust, ██████████ has led the Trust's development, including opening St Martin's Academy, the first primary free school in Chester, and overseeing the transformation of the former Greenfields Primary School in Winsford into Oak View Academy. ██████████ leadership and management have been developed across five schools and during time spent learning in South Africa, the USA and Holland. ██████████ has held ██████████ and is experienced in raising standards in schools, including moving a school from "satisfactory" to "outstanding" in under three years. ██████████ converted the outstanding ██████████ into the ██████████ primary academy in the North West. More recently, ██████████ managed the setup of ██████████

We have not yet identified a Headteacher for Ledsham Manor. Our Trust works to encourage professional development and leadership potential and we have a number of potential candidates in our existing schools that would be suitable for this role. It is our intention that this person will be placed by April 2017 and will work from St Martin's Academy until Ledsham Manor is built, as outlined in section D3.

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
Headteacher/Principal designate	Staffing	We will use part of the startup grant to employ a Headteacher by April 2017.
Governors	Governing body	We will seek and appoint governors once the school application has been approved.

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

[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

Introduction

At our existing schools we seek governors from a range of backgrounds and with a variety of skills that they can bring to the team. Our governors are an important link to the community and so we seek out people who can provide that link and also be vocal advocates for our school. We believe it is essential that our governors are committed to both supporting and challenging the school's leadership in equal measure to provide a broad and balanced education.

Governance - Ledsham Manor Primary Academy

We want our governors to help shape the development of Ledsham Manor Primary Academy. We also want interest and support in recruiting parent governors so that they feel a sense of ownership. The Trust welcomes the additional financial, commercial and educational expertise that our governors bring, which is used to help and support each school's development. In their recent Ofsted inspection, governors at St Martin's Academy's were recognised as having brought "a wide variety of personal and professional experience, which serves to enhance the overall quality of leadership". This experience has helped to support St Martin's through the first stage of development and we will seek a broad range of experienced people to help establish and support the leadership of Ledsham Manor Primary Academy.

The schools in our Trust all operate the same governance structures and we will continue this at Ledsham Manor. The governing body will have a chair and vice chair, both of whom will be appointed by the Trust to be responsible for holding the school leadership to account on behalf of the Trust. A director from the Trust will also sit on the governing body to ensure continuity and accountability. The school's governing body will have two committees - "Education and Mission" and "Business and Premises" - with clearly delegated powers under tight terms of reference. As with our other schools, the governing body will have the authority to set up sub-committees should it be deemed necessary to address particular issues or deal with specific projects, e.g. an Admissions and Appeals sub-committee.

The school's governing body will also operate an Audit Committee, to be made up of the Chair of Governors and the Chair of each committee, plus one other governor from each

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

committee. This committee will meet a minimum of twice a year.

At St Martin's Academy all governors are directors and serve a clear term of office. They also appear on the register at Companies House. Governors are aware of their role and integrity in relation to "The Seven Principles of Public Life". The governing body challenges and supports the school in equal measure to ensure that it maintains high performance in all areas and offers children an excellent learning experience. Following their visit in 2015, Ofsted noted that "Governors are effective in their use of targets to form the school's strategic plan to both evaluate the performance of teachers and also as a means of evaluating the overall effectiveness of the school."

This successful structure will be replicated at Ledsham Manor Primary Academy. Governors will be appointed following interview and we will utilise existing skills and knowledge within the community to find the right people for these positions. As our Trust develops and expands we will continue to review our governance structures to ensure that the needs of our schools are properly met.

Governance - North West Academies Trust

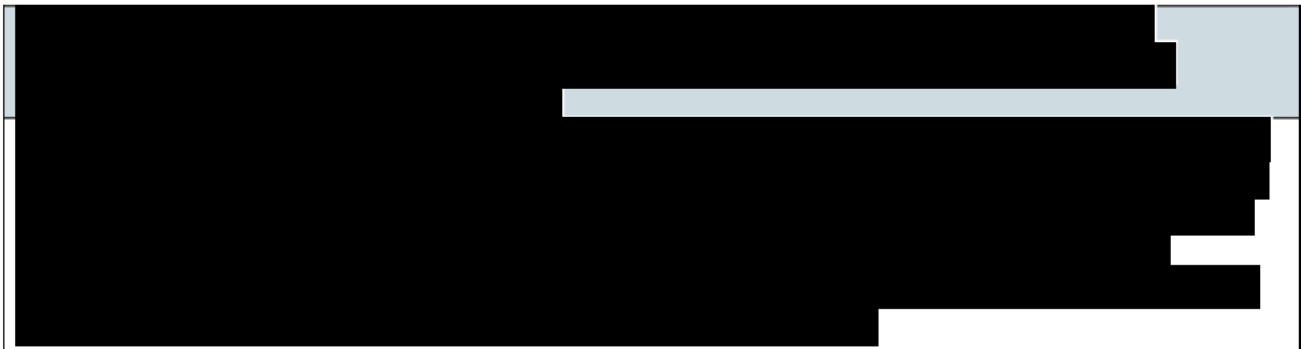
The Trust will ensure that the business and financial side of Ledsham Manor is taken care of and that all school contracts are best value. Strong financial management is at the heart of what we do, whilst allowing schools the freedom to operate and develop independently. Clear operational budgets and a strict regime of control will ensure that finances are used effectively to meet the needs of the children.

In addition, the Trust operates its own Audit Committee, made up of the Chair and Vice Chair plus one other governor from each school's governing body. This committee oversees the financial arrangements and processes operated by the employed staff of North West Academies Trust to ensure transparency and accountability to all of our schools. Once the school is established, governors from Ledsham Manor Primary Academy will join this Audit Committee.

The Trust previously submitted an application to open this school in 2014. Since then, we have restructured the Trust to improve transparency and accountability. One of the key changes we made was to the board of directors, who bring with them a wealth of professional and personal experience. We have also received two separate financial grants from the Sponsor Capacity Fund which we have used to support the growth of North West Academies Trust as a multi-academy trust and sponsor, in order that we can be self-financing. These financial grants have also helped us to develop a long term objective of operating with a full time CEO and core team, and the ability to expand to meet the needs of our schools.

The expansion of our Trust and development of the organisational structure has also required financial investment, including legal costs, which has enabled us to improve governance of both the Trust and our schools.

We have also reviewed our external educational support since our original application and have developed a strong working relationship with [REDACTED], who operates as [REDACTED] for each of the Trust's schools. [REDACTED]



We believe that our existing governance structures enable us to open new schools without any changes required. The school governance structure has worked successfully at St Martin’s Academy, where our governors know the school well and, as noted by Ofsted, “have used this knowledge effectively to steer the academy safely through the first stage of its development”. As such, we do not intend to make any changes to the structure.

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



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

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

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

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

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

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Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability

G1 – budget planning and affordability

North West Academies Trust has demonstrable experience of running a new single form entry primary school with a PAN of 25 and a phased intake of students, and budgeting for this intake. We are seeking to replicate our success in opening St Martin's Academy, Chester by opening Ledsham Manor Primary Academy in the Ellesmere Port area. Key to that success is a maximum class size of 25 and as such, our school will have a PAN of 25 and a phased intake of students, reaching full capacity of 175 students in 2023.

Rationale - Educational impact

We are proposing a small school with single form entry as we believe this will provide our pupils with the optimal environment to learn and develop. St Martin's Academy is a fully inclusive school that enables all children to learn in an environment that caters for their needs, regardless of background or ability. When setting the PAN for St Martin's, we considered a number of factors including educational and wider social outcomes before deciding to stick to a PAN of 25 as originally planned. As experienced practitioners we firmly believe that when measured against income needs, the optimum number of pupils per class is 25. This number meets the emotional needs of children, enables high quality practitioners to influence learning appropriately and ensures that children can, and do, achieve to the best of their ability.

We know from experience that smaller classes help to push up attainment in the crucial early years, particularly in literacy and numeracy, and this has been evidenced by the outstanding rating St Martin's Academy received from Ofsted after just 18 months. Furthermore, smaller class sizes enable teaching staff to get to know each pupil and identify their strengths and weaknesses so that their individual needs are met. It also enables teachers to work with parents and carers so that each child's education is complete. We have previously received praise from Ofsted for setting a smaller PAN than many other schools. As a standards-driven organisation, we are focused on ensuring that all children achieve to the best of their ability and a class size of 25 will enable us to do this.

During the public consultation phase we will look at including additional year groups and making changes to our PAN of 25, if the demand exists, as we did during the consultation process at St Martin's. We will do this in consultation with the EFA once financial viability has been ascertained.

Rationale - Value for money

As a small Trust, obtaining value for money is essential and critical to our overall financial strategy, and more so for each of our schools, as we want to maximise the educational experience of each pupil. Our governors and senior members of staff carefully consider the allocation and use of resources across teaching areas, support areas and communal areas to provide the best environment for teaching and learning. We recognise the importance of obtaining value for money, both in terms of education and the wider social outcomes achieved. From our experience within the free school programme, and particularly in managing a budget at this type of school, a maximum of 25 pupils per class is viable and achievable. Our focus is on developing our schools for the long term. By maintaining a small but effective "back office" team, we are able to invest more in the education of our pupils, across all schools.

G1 – budget planning and affordability

At Trust level we employ a Principal Financial Officer, supported by a qualified accountant, and all schools within the Trust share these services. Their role is that of strategic financial planning and oversight and this helps ensure that school spending patterns are well managed. As a relatively new organisation that is run as non-profit, tight budget setting is a priority and all schools within the organisation work under the same nominal codes for recording financial spend. In addition to this, our accounting procedures ensure that clear lines of delegation take place and effective financial control measures ensure that spending remains within agreed limits. Our accountant is from a commercial background with extensive educational knowledge, and his experience of effective commercial buying and economies of scale is crucial to our success.

Strong and prudent financial management will help ensure that we produce a balanced budget that will fully meet the needs of all pupils at Ledsham Manor Primary Academy. It is vital that staffing and resourcing the school is the key priority and that we also make best use of all strategic financial spending on ICT, resourcing and initial startup grants. Equally, we feel strongly that budget management is about creating a value culture at school in which all key stakeholders ensure that all aspects of school infrastructure are well looked after. We have successfully established this culture across all Trust schools and would extend this to Ledsham Manor.

Effective governance is integral within the process of school financial management. The governors' role is to ensure that they challenge and support in equal measure and hold both North West Academies Trust and the school's Headteacher to account for their spending. The Trust is very effective in working with and supporting the development of governors in all areas to ensure that their knowledge and understanding of all aspects of EFA guidance are second to none. Furthermore, each of our governing bodies has a Finances and Premises committee which looks at finances in more detail and ensures effective governance and overview.

All of our schools are audited yearly and pensions are also audited on a yearly basis. As a multi academy trust we submit a full set of audited accounts to the EFA and we are fully compliant with the most recent version of the Academies Financial Handbook. Our accounts are audited by White and Co., Manchester. The most recent set of audited accounts can be found at <http://www.northwestacademiestrust.co.uk/index.php/about-nwat/governance/accounts>.

We would welcome the opportunity to discuss our financial plans in more detail at interview.

Section H – premises (use Excel spread sheet)

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

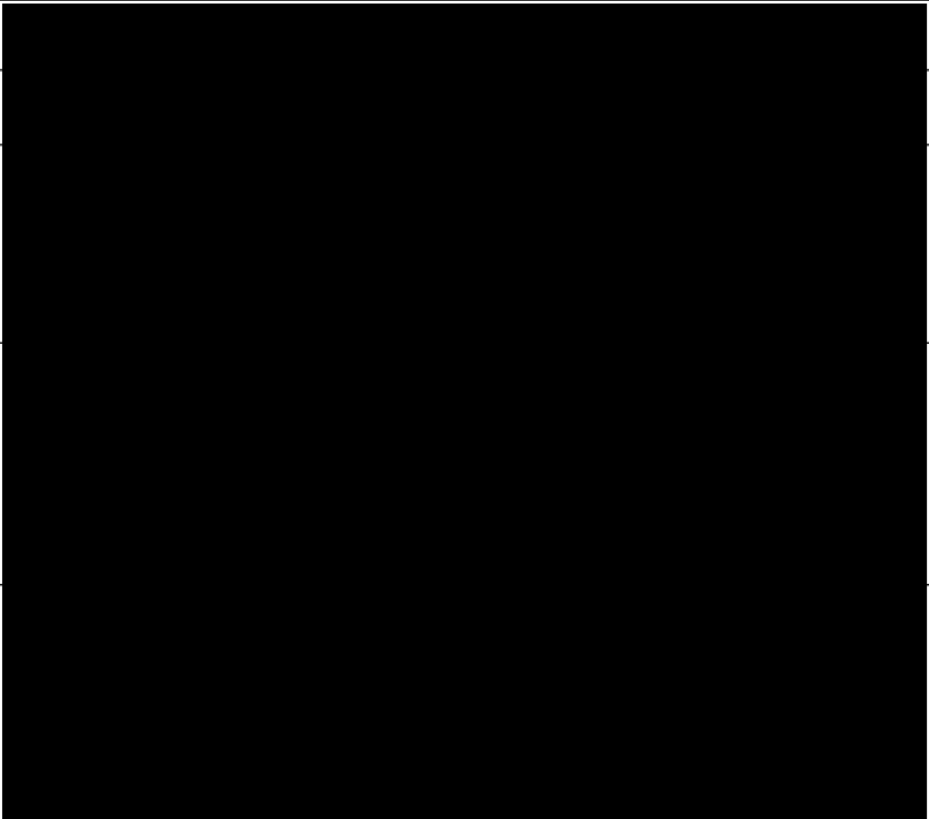

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes


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

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

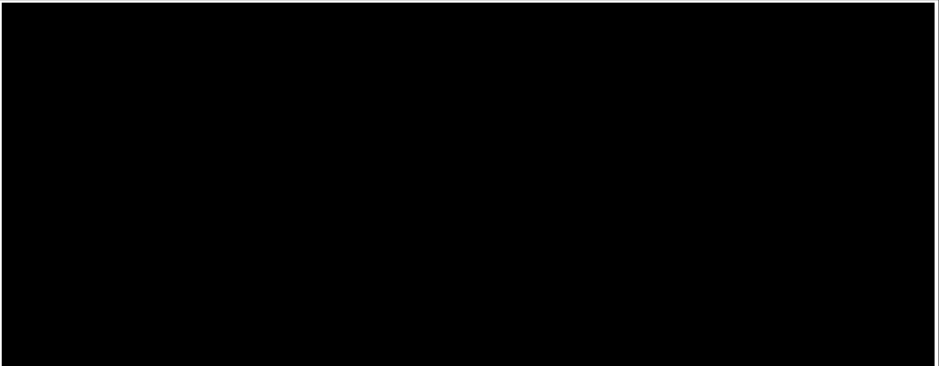
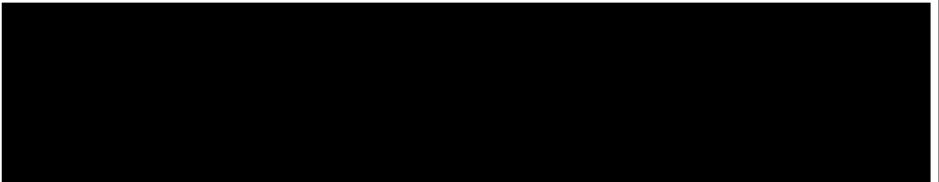
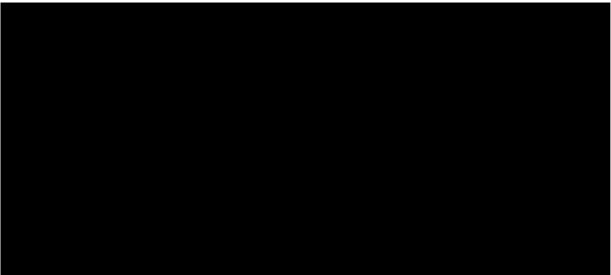
CV template

CV template		
1	Name	
2	Area of expertise (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>	
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 	
5a	<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 	

CV template

	<p>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">• school's best 8 value added scores for the years you were in post, if applicable	
5b	<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,	

CV template

	for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6	Brief comments on why your previous experience is relevant to the new school	
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	

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 student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>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>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>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
for Education

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