



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

ST ANDREW'S PRIMARY FREE SCHOOL

Contents

The application form explained	3
Sections	3
Application checklist	6
Declaration	8
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	12
Section D – education plan: part 2	13
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	13
D2 – measuring pupil performance effectively and setting challenging targets	14
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	14
D4 – the school will be welcoming to pupils of all faiths/world views and none	15
Section E – evidence of need	16
E1 – provide valid evidence that there is a need for this school in the areas	16
E2 – successful engagement with parents and the local community	16
Section F – capacity and capability	17
F1 (a) Skills and experience of your team	18
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	22
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	22
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	23

F5 – Independent schools have an appropriate, well-maintained, and secure site	23
Section G – budget planning and affordability	24
Section H – premises (use Excel spread sheet)	25
Annexes	26
██████████	█
Self-assessment form for independent schools	29
Governance self-assessment	35

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?	✓	
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability – <u>not required</u>		
Section H: Premises – <u>not required</u>		
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary?	n/a	
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?	✓	
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	n/a	

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?	n/a	
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	n/a	
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	n/a	
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?	✓	
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	n/a	
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	✓	

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

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

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

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.

[Redacted signature area]

Date: 1st March 2016

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

Please tick to confirm that you have included all the items in the checklist:	<input checked="" type="checkbox"/>
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Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

St Andrew's Primary School will be a 4-11 faith designated joint Church of England and Methodist two form entry primary free school, with open admissions and a projected roll when full of 420 pupils, located in and serving Paddock Wood, Kent (postcode area TN12). It will be part of the Tenax Schools Trust.

Strong local support for school-based nursery provision came out of the consultation and engagement with the local community. We therefore intend to build this into the proposal after further research into the type and scale of provision which would best match the needs of parents in the area.

This proposal is being submitted as a 'short' bid following the approval of the earlier proposal for Bishop Chavasse School, Tonbridge, which is now in pre-opening.

Rationale

The rationale for the school is threefold:

- Need for greater challenge and higher expectations to raise standards for children in the town. Paddock Wood Primary is the only primary school in the town and for most parents, in particular the least advantaged or mobile, the only choice. Although Paddock Wood Primary School has an Ofsted Good judgement, this dates back to 2011. Its results at Key Stage 2 indicate that it would not have been judged as Good under the new Ofsted framework;
- Growing basic need in the area in the light of planned expansion of the town of Paddock Wood by 1050 new houses and projected insufficiency of primary places, reflected in the Kent County Council Commissioning Plan intention to open a new two form entry primary school from 2018.
- Need for increase in choice of local provision both now and as the town grows. Currently there is no faith based provision in the town. St Andrew's Anglican and Methodist Church is an important part of the fabric of the local community and is a strategic partner with the Tenax Schools Trust in the setting up of a

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

school with a Church designation to provide a different kind of school experience for parents in the town who choose it and to provide challenge to other providers.

The vision for the new school

The vision for the new school is very similar to that proposed for Bishop Chavasse School, approved as a free school by the DfE in 2014. It will have a strong academic ethos and a commitment to raising standards of achievement in the basic core subjects, through an uncompromising mastery approach to learning where all children are expected to reach a high standard, without compromising the need for a rounded and stimulating wider educational provision, will provide challenge to the existing school in the town by enabling parents to make a genuine choice for a more aspirational school. Moreover, it would with immediate effect improve the educational quality of a significant proportion of children in the town whose parents chose the school for them.

This proposal will provide that improved quality because of the aspiration which lies behind it and the high bar and record of success of the founding school in the trust, Bennett Memorial Diocesan School.

The new school will have a Christian ethos and will be a jointly designated Church of England and Methodist school. This is because the local church community which is supporting the proposal is a joint Anglican and Methodist church, with both communities fully integrated. This model itself provides a template for openness and cooperation which will underlie the ethos of the school. While it will be a faith designated school, and it is expected that the headteacher will be sympathetic to the Church ethos of the school, admissions will serve the entire town and there will be no faith-reserved places. The ethos will manifest itself in a strong focus on learning and living by Christian values of tolerance, kindness, generosity to others, forgiveness and gratitude. These will be taught through a bespoke religious education programme, which will include also teaching about other faiths than Christianity, and by a good quality programme of collective worship, which while predominantly Christian in character, will include a programme of invited speakers from other Christian and non-Christian faith communities.

The clear faith ethos will not only teach values which are important as a grounding to young people for their lives ahead, but also provide a sense of cohesion, common purpose and identity which strongly supports high academic achievement. The belief in the God-given potential of every child to succeed and to overcome barriers to learning and achievement will underpin the work both of teachers and pupils.

We know this works because it is already achieved at other local schools, both in the Tenax Schools Trust and beyond, in particular at Bennett.

Finally, there is currently very little opportunity for parents in Paddock Wood to choose a Church school for their children. Neither Paddock Wood Primary School, nor the closest and most common alternative choice, Capel Primary School, have a Church ethos, and nor does the secondary school in the town, Mascalls. The new school would, for the first time, provide that faith-based choice for all parents who wish it.

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

There is no Roman Catholic primary school in the town and the Catholic parish priest of Paddock Wood has indicated informally his support for the new school.

The benefits of new school as part of the Tenax Schools Trust

The new school will sit within the Tenax Schools Trust. This is a multi-academy trust also comprising:

- Bennett Memorial Diocesan School (Bennett), located in nearby Tunbridge Wells
- Brenchley and Matfield Church of England Primary School, in nearby Brenchley (becoming a converter academy into the Trust in April 2016)
- Sir Henry Fermor Church of England Primary School, in Crowborough, East Sussex (a sponsored academy into the Trust also from April 2016)
- Bishop Chavasse School, a Church of England Primary free school, approved by the DfE in 2014, currently in pre-opening and approved for opening in Tonbridge in 2017.

Bennett, an Outstanding secondary school, Teaching School, National Support School will be the sponsor of the new school and with other provide capacity and support for its development. The Chief Executive of the Trust is Ian Bauckham, an NLE, practising Ofsted Inspector and HTB Member.

The growth plan for the trust includes approval for the current school year, 2015-2016, from the Regional Schools Commissioner for two converters, two sponsored academies, and one new provision approval. Growth in the current school year is likely to be below this allocation, with only one each of the converter and sponsored allocations being used. Given this, and the fact that the already approved free school will open a year before the likely opening date of the current proposal, means that the Trust will have both the capacity and the benefit of experience when opening St Andrew's Primary School.

Longer term, through to 2020, the Trust has a vision to grow to between 8 and 12 schools. It is currently in the process of appointing a specialist primary consultant headteacher to oversee the development and improvement of primary schools in the trust, and also to build the infrastructure needed to provide high quality on-going improvement, accountability and professional development services to Trust primary schools.

The educational and pedagogical ethos of the Trust is based on the best evidence for learning and achievement currently available. The Dweck-inspired growth mindset principle and a mastery approach to new knowledge and concepts are fundamental, with automatization of knowledge playing a central role in curriculum design and teaching. The work of Hirsch and Willingham are guiding texts for teachers, and the principles set out in The Science of Learning (Deans for Impact) underpin teacher training and induction.

Benefits of being part of this Trust arise from this philosophy of learning, mediated through the Teaching School Alliance, the SCITT (business case approved and bid being submitted at the same time as this proposal), the outstanding practice and high ex-

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

pectations from the founder school in the Trust, and the NLE, NSS and Ofsted inspector experience in the founder school which will all contribute to benchmarking and maintaining high standards. Moreover, the plan to share expertise in specialist curriculum and co-curricular areas across the Trust will enable pupils in the new school to benefit from a diverse and stimulating curriculum not normally available in primary schools working outside a trust context.

In practical terms, this will mean sharing specialist teachers across phases and schools within the trust, for example in mathematics, music, sport and modern languages; joint teacher professional development to raise standards and to succession-plan for future leadership needs; developing a common approach to important challenges such as narrowing the achievement gap between disadvantaged pupils and their peers; a shared accelerated leadership development programme across all schools, developing a programme already in place at Bennett.

Rationale for nursery provision

In our engagement with the local community, including the Church, it became clear that there is a significant shortage of nursery places in Paddock Wood, and strong demand arose for additional nursery provision in addition to that for a new primary school. Detailed evidence for this is presented in Section E. Educationally, we believe it is potentially advantageous to offer a structured nursery provision to children who may then later attend the primary school. Moreover, it helps to secure a pipeline of potential admissions to the school. However, we believe that more research is needed into precisely the kind of provision needed (in particular ‘wrap-around’ provision or ‘sessional’ provision). We plan to continue this process of engagement and research so that the school-based nursery provision which we plan to add to the proposal meets local needs as closely as possible. The evidence of need for nursery provision which emerged from the consultation is presented in Section E, but because the exact type and scale of provision is not yet determined it is not covered in Section D.

Site

The development planning going for imminent approval include an identified site for a new primary school and we would expect, with the EFA, to work with the developers in securing this or another appropriate site if this proposal is approved. We will aim to seek funding under Section 106 of the Town and Country Planning Act 1990, from the developers towards the costs of providing the costs for the new school. We are already in direct communication with the principal developer, Persimmon, about this. More detail is in section H.

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.

Table 1: Proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024
Reception			60	60	60	60	60	60	60
Year 1				60	60	60	60	60	60
Year 2					60	60	60	60	60
Year 3						60	60	60	60
Year 4							60	60	60
Year 5								60	60
Year 6									60
Totals			60	120	180	240	300	360	420

Section D – education plan: part 2

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

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

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

Table 2: Curriculum Overview

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Early Years Foundation Stage (Reception)			
Total 23 hours + minimum 1 hour enrichment per week			
8.40 – 15.30 (with optional start at 8.00 for breakfast club and finish up to 18.00 for after school clubs or guided supervision)			
Mathematics	5	Mandatory	
Literacy	5	Mandatory	
Expressive Arts and Design	2	Mandatory	
Personal, Social and Emotional Development (PSED)	1	Mandatory	
Understanding of the World (UoW)	5	Mandatory	
Religious Education	1	Mandatory	
Music	2	Mandatory	
Languages	0.5	Mandatory	
Physical Education	1.5	Mandatory	
Enrichment	1	Mandatory	
Out of Hours Activities	As taken up	Voluntary	
Key stage 1 (Years 1 and 2)			
25 hours 30 minutes + minimum 1 hour enrichment per week			
8.40 to 16:00 (with optional start at 8.00 for breakfast club with guided learning activities and finish up to 18.00 for after school clubs and homework)			

Mathematics	5	Mandatory	
English	5	Mandatory	
Phonics	2.5	Mandatory	
Science	2	Mandatory	
ICT/Digital Literacy/Computer Studies	1	Mandatory	
History	1	Mandatory	
Geography	1	Mandatory	
Art and Design	1	Mandatory	
Design Technology	1	Mandatory	
Religious Education	1	Mandatory	
Music	1.5	Mandatory	
French	1	Mandatory	
Physical Education	2	Mandatory	
PSHE	0.5	Mandatory	
Enrichment	1	Mandatory	
Out of hours Activities	As taken up	Voluntary	After school and lunchtime co-curricular activities
Mathematics and/or Literacy Catch-up	Up to 1.5 hours	As required – withdrawal with qualified teacher	
Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6)			
Total 25 hours 30 minutes + minimum 1 hour 1 enrichment per week			
8.40-16:00 (with optional start at 8.00 for breakfast club with guided learning activities and finish up to 18.00 for after school clubs and homework)			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	2	Mandatory	
Design Technology	1	Mandatory	
Computing	1	Mandatory	
History	2	Mandatory	
Geography	2	Mandatory	

Art and Design	1	Mandatory	
RE	1	Mandatory	
Philosophy	1	Mandatory	
Music	2	Mandatory	To include individual or small group instrumental tuition
French	1	Mandatory	
Latin	1	Mandatory	
PSHE	0.5		
Enrichment	1	Mandatory	
Out-of-hours activities	As taken up	Voluntary	
Phonics and mathematics catch-up	Up to 1.5 hours	As required – withdrawal with qualified teacher	

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

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

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

A Comparison of Bishop Chavasse School and St Andrew's School

Our existing pre-opening free school, Bishop Chavasse, is in the Tonbridge and Malling borough of Kent County Council. The population of postcode area TN9 and TN10 at the 2011 census comprised fewer than 3% who described themselves as being of a religion other than Christianity, and 1% of the population spoke little or no English at that point. The borough is relatively affluent. The percentage of children under 16 years living in poverty in the district is 13.1%, which is lower than the Kent and national average. Levels of unemployment and the number of families in receipt of benefits are below average for the county, only 2.1% at the end of 2013. The six schools nearest to Bishop Chavasse's location (the six located in TN9 and TN10, excluding St Margaret Clitherow in TN11) have varying indicators of deprivation. The figure for pupils with English as an additional language is lower than 10% across the board, whereas the percentage of pupils eligible for free school meals at any time during the past six years varies between 10% in one school to 59% in another. Therefore, it is clear that whilst Tonbridge and Malling is relatively affluent, the pupils in the area which Bishop Chavasse School will serve come from a mixed socio-economic demographic.

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

The proposed new school, St Andrew's, will be in Paddock Wood, a small town for which significant housing and population growth is planned. It lies between Maidstone, Tunbridge Wells and Tonbridge. It came into being in the mid-19th century with the advent of the railway, and remains a popular residential area for commuters to and from London. It falls under the Tunbridge Wells local authority. Like TN9 and 10, Paddock Wood has low deprivation indicators. Working age poverty and lone parenthood are lower than average (8% and 17% respectively) and life expectancy higher than average (79-83 years). Child poverty is 11%. School and college performance tables for the only other primary school in Paddock Wood suggest that we can expect broadly equal numbers of boys and girls in the school. The percentage of pupils with a statement or EHC plan will be very low at less than 1%. The percentage of pupils with English not as a first language will be around 3.4%. Pupils eligible for free school meals within the past six years will be around 17.1%. For Bishop Chavasse School we planned on a figure in excess of 10% FSM, which was the figure in the lowest comparable primary (but rising to 44% in the local primary in Tonbridge with the highest). For St Andrew's school therefore a figure of around 17% is broadly comparable and will not necessitate any significant change to the approach between the two schools.

It should be noted that because the new housing is not yet built in Paddock Wood, it is impossible to be certain about the likely demographic profile of the growing population. However a significant proportion of the new housing will be private and so it is likely that it will not significantly increase the proportion of children on FSM in the area.

We conclude from the data that there will be very little measurable difference between the two schools. St Andrew's will be in a more affluent area, but only by a very small margin. We imagine the two demographics to be broadly similar and that therefore the pupils in the two schools will be broadly similar as well.

Curriculum Changes

As stated above, the differences between the two schools will be negligible; we anticipate a broadly similar profile for St Andrew's to Bishop Chavasse, taking into account the fact that it will be positioned in a slightly more affluent area according to current indicators, which may of course change over time. We do not therefore anticipate needing to make any major changes to our curriculum as planned for Bishop Chavasse to embrace a range of backgrounds and educational needs. It is entirely suitable for both schools. We will, of course, be sensitive to individual needs of pupils and their families in responding to changes in the demographics of both areas. For example, we expect to see more refugee children within the whole of Kent over the next few years and we may need to make adaptations to accommodate them. Where there are children who have EAL or who have suffered early trauma we may increase the access to counselling and family support services, but this will need to be done as needs arise. However, we believe that we have anticipated these potential changes within both the taught curriculum and the enrichment programme provided at Bishop Chavasse and other schools within the Trust, and we anticipate being able to make adaptations successfully as the need arises at St Andrew's in the same way. (see discussion on inclusiveness in D4).

Other Curriculum Considerations (Faith Schools)

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

St Andrew's will be a joint Church of England and Methodist school but it will not have any faith admissions criteria, whereas Bishop Chavasse has 25% faith admissions. We do not believe this will require any changes to our curriculum, except that we will need to be aware that we may have a slightly higher proportion of students from different faiths or no faith in the school.

How we will ensure consistency in teaching and learning across schools

We will ensure that St Andrew's and Bishop Chavasse will be consistent in their approach to teaching and learning by ensuring that the same approach is taken to the organisation and delivery of the curriculum in both schools. Like Bishop Chavasse, St Andrew's will have the advantage of being able to access the specialist teachers and resources of Bennett Memorial, particularly in Key Stage 2, to ensure consistently outstanding teaching. Through the multi-academy trust to which both schools belong, the Tenax Schools Trust, there will be executive leadership across all schools to ensure consistency. This will be reflected not only through the curriculum, but for example through joint training and professional development for staff, sharing of expertise and leadership approaches in core curriculum areas such as English and mathematics, and a common approach to assessment and tracking.

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

Differences between St Andrew's and Bishop Chavasse

In setting targets for St Andrew's we have benchmarked against local and national data published by Kent County Council, by the nearest school (see Section C and Section D1) on its website, by the Ofsted data dashboard and the DfE performance tables and area. Our targets are ambitious but achievable within the context of the curriculum and standards of teaching we intend to provide. These targets will need to be adjusted to reflect the DfE's floor targets of 85% and above (score of 100 in Key Stage 2 test) from September 2016. Because of the ambitious nature of our targets, and because St Andrew's and Bishop Chavasse will have a broadly similar intake, we will not adjust the targets at point of opening although over time we will expect to do so, in response to the monitoring systems outlined below.

D2 – measuring pupil performance effectively and setting challenging targets

Consistency of Approach

We anticipate using the same assessment, monitoring and appraisal programme at St Andrew's that we use at Bishop Chavasse. Taking responsibility for consistency will be a core responsibility for leaders at all levels but in particular subject leaders, who will be expected not only to contribute to developing effective trust-wide approaches measurement of pupil performance and target setting but also ensuring that in their own teams the agreed trust approach is consistently and rigorously implemented. The approach will consist of a detailed cycle of assessments through each level and key stage, in Reading, Writing and Mathematics for Key Stage 1 to 2, and GLD and phonics screening at EYFS. We will aim for the same high attendance targets, behaviour and participation in enrichment and co-curricular activities. To further ensure consistency we will carry out parent and pupil satisfaction surveys and compare responses to identify any differences in satisfaction levels between the two schools. We will also compare assessment outcomes between the two schools to ensure that pupils in both schools are on track to meet or exceed end of key stage expectations.

All of these aspects of pupil performance will be monitored across both schools at subject and phase, whole school, Local Governing Body and Trust level and outcomes will be used to inform the target setting process. We will also share the same tracking system which we already use successfully, as this will enable us to produce the same data for comparison.

Performance management and appraisal for individual members of staff, including lesson observation, will be carried out using the same processes in both schools, although based on individual schools' development plans, which will be produced on a yearly basis. Teachers will benefit from a shared programme of CPD, delivered in partnership Bennett Memorial School (a designated Teaching School within the Altius TSA) and other schools in the Trust covering topics such as assessment, a mastery approach to all subjects, including mathematics, growth mindset, the central role of knowledge in the curriculum, 'good to outstanding', effective use of data to improve learning and progress and effective classroom and behaviour management. This will ensure that all teachers have the same high level of ongoing professional development, albeit personalised, in order to ensure that it is effectively targeting areas which require addressing.

Members of staff will have opportunities to gain additional professional qualifications through Bennett Memorial School's MTeach, delivered in association with the Institute of Education. Bennett Memorial School is applying for SCITT status and expects the first round of trainees to be recruited under the SCITT for a September 2017 start, so the new school will benefit from this too. Standards of teacher training across the Tenax Trust will be of an extremely high standard, benefiting all staff, and ensuring a consistency of approach in the way that teachers are trained and professionally developed throughout their careers.

The benefits of this multilateral approach will ensure consistency of practices in assessment and target-setting, by providing a strong framework in which to gain a clear picture of achievement across all schools, enabling focused individual and shared targets.

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

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

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

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



The Primary Consultant Headteacher (PCH) is a new post not included in the previous bid for Bishop Chavasse. It is intended to be filled from September 2016 and will operate as part of the Executive Headteacher's team, accountable to the Executive Headteacher for the monitoring and improvement of primary educational outcomes in the Trust. The PCH will be responsible for supporting and challenging individual primary heads, for contributing to the development of policy and practice on improving the effectiveness of primary schools in the Trust, ensuring that sharing of best practice occurs and that there is consistency across primary schools, as well as effective primary-specific professional development, and on securing the reliability of pupil assessment and tracking information across the schools. This role has been

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

developed with up to 6 primary schools in mind, including both Bishop Chavassee and St Andrew's. It may evolve if the trust grows further beyond that number.

Using Staff from Existing Schools

We do not intend any teachers from Bishop Chavassee School to be directly shared with St Andrew's at this point, (this excludes the primary consultant headteacher and the executive headteacher) because our staffing structures have been very tightly planned for both schools, and it is unlikely that there will be any spare capacity within Bishop Chavassee that would allow the provision of teachers for St Andrew's. However, we do intend to facilitate collaborative planning and training within both schools via the expertise of Bennett Memorial. Like Bishop Chavassee School, St Andrew's will be linked with Bennett Memorial School as its secondary academy partner and sponsor, and will draw on its policies, practices and expertise in its start-up phase. This will provide a very cost-effective model for addressing any skills gaps.

Part of our vision for teaching and achievement is the part played by subject specialists. The effectiveness of our partnership with Bennett rests on our conviction that shared resources, including the use of subject specialists from Year 4 onwards both for direct teaching and supported planning and training, will result in a much higher quality of teaching and stronger outcomes. Notwithstanding the fact that St Andrew's School will at all times aim to recruit graduates qualified in the areas we wish to focus on, we also appreciate that this may not always be possible. By using secondary teachers who have specialised in only one subject, we believe that we can bring a level of expertise to the delivery of these subjects which would otherwise be difficult to access. It will be important to ensure that they are properly trained to understand the needs of the primary curriculum and pupils. Once this is accomplished, they will be exceptionally well prepared to deliver high outcomes.

Our model is broadly similar to that of Bishop Chavassee in that we intend to have teachers within St Andrew's who are responsible for each of the key subjects, English and mathematics. Their role will be to manage their subject specialism throughout the school from Reception to Year 3. As with Bishop Chavassee, from Years 4 to 6, they will liaise with subject specialists at Bennett Memorial School on planning, teaching and leading lessons in the subject, with a mixture of lessons taught within school by the subject leader, activities planned for the general classroom teacher to deliver, enrichment activities and co-curricular opportunities. The subject specialist from Bennett will have the role of mentoring, coaching, modelling and facilitating the delivery of the subject, as well as visiting the school to teach the subject themselves. Bennett has in the past recruited primary teachers to deliver Key Stage 3 mathematics with good outcomes, and the mathematics department at Bennett, for example, already comprises some experienced trained primary teachers. We would consider recruiting teachers who might be Key Stage 2 and 3 specialists to work across both phases. This would also facilitate a smoother transfer between primary and secondary learning. We intend that most, if not all, of the training for the two primary schools should be carried out jointly by Bennett Memorial School, and that the resources prepared and delivered across the two schools will be shared, thus encouraging economies of scale in the delivery of training as well as ensuring a consistent approach to teaching and learning.

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

St Andrew's School will be a joint Church of England and Methodist faith designated primary school. Like Bennett Memorial School and Bishop Chavasse School, the school will be founded on Christian character and values and inclusive ethos. Christian collective worship and traditions, including the shared services of a chaplain, will be part of the religious character of the school. However pupils will also be taught about a range of other religious traditions and visiting speakers representing other faiths will be included in the assembly programme. As well as providing a unifying shared story, set of traditions and identity, we will emphasise the importance of developing a personal morality which is referenced to a wider religious and ethical tradition.

How the school will be welcoming to pupils of all faiths/world views and none, and how the school will meet the needs of all pupils and parents

The school's core Christian values will be both implicit and explicit, promoting the ultimate worth and dignity of every human being and their entitlement to develop, learn and work in an environment free from discrimination. Pupils will, therefore develop and apply an understanding of right and wrong in their school life and life in the outside world. They will take part in a range of activities and skills-based learning requiring emotional intelligence, linked to social interaction, and develop awareness of and respect for diversity. No member of the school community shall suffer unfair direct or indirect discrimination on the basis of religious faith, world views or indeed for holding none. Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the school's grievance and discipline policy.

St Andrew's School will actively encourage pupils to become reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning. Furthermore, pupils will gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training. We will not only manage this through the curriculum, which will be carefully developed and monitored to ensure that no element of discrimination exists within it, but also in the following ways:

1. By monitoring and analysing pupil achievement by different groups and acting on any trends or patterns in the data that suggest additional support is required.
2. By ensuring that all pupils are given the chance to participate in co-curricular activities and enrichment opportunities and to regularly review opportunities available to ensure that they encourage inclusivity.

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

3. To respond to incidents, be they overt or implied, which demonstrate a lack of acceptance of people from other faiths and world views by working with the pupils and parents involved in a positive and developmental way.
4. In addition, learning opportunities will develop an appreciation of the arts and enable pupils to respond positively to a range of artistic, sporting and other cultural opportunities.

How the curriculum will be broad and balanced and prepare children for life in modern Britain, including through the teaching of spiritual, moral, social and cultural (SMSC) education.

The National Curriculum aims to provide an education that 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. We support this fully and take the view that a broad range of human qualities, rather than a narrow set of specific skills, are needed for coping with living a full and rewarding life in the 21st Century. This kind of education is best provided in a context that seeks to identify and model a clear set of values and the disposition to think and act within this framework.

SMSC and PSED underpin all aspects of the life and work of the school and, alongside RE, will enable pupils to create and contribute to a strong sense of community encompassing all faiths and cultures. In addition to promoting and securing positive behaviours pupils will learn how to recognise, risk assess and safeguard themselves and others, making them confident, respectful and resilient learners. These broader aspects of achievement will be taken into account in the evaluation of all key areas of the school's work and, in particular, when considering pupil's starting points, ages and the complexity of each individual's life experience to date. This knowledge will inform additional support pathways and interventions where necessary.

Relevant issues, for example how the school will teach PSHE, adhere to the Prevent Duty and have appropriate policies on safeguarding and welfare.

St Andrew's School fully recognises its responsibilities for Safeguarding Children. As a Christian School, we believe that every child matters, not simply in human terms, but to God. We strive to be a place where pupils, staff, helpers, families and other visitors will be made welcome and comfortable and where we will treat each other with respect. We believe that all children and young people have the right to protection from neglect and abuse and that their welfare is of paramount importance.

Everyone at the school has a responsibility for safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm. All staff and volunteers working in the school have a duty to ensure that children are safe and protected and we all have a duty to ensure that if there are any concerns relating to the welfare or safety of a child the Area Safeguarding Children Committee procedures are followed.

Regarding radicalisation, all staff will be trained to recognise the signs. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use

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

their professional judgement in identifying children who might be at risk of radicalisation, and take appropriate action, which may include making a referral to the Channel programme.

We are particularly aware of the risks at the EYFS stage. As well as focusing on children's personal, social and emotional development through PSED, we will use *The Early Years Foundation Stage Framework* to ensure we are delivering this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

How the school will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

St Andrew's School also fully recognises the importance of promoting British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance. We will promote British Values in the following ways:

- i. We will include reference to it in suitable parts of the curriculum, as appropriate for the age of pupils. In PSED we will look at the way the country is organised, through role play and creative learning. Pupils will understand the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- ii. We will ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- iii. We will use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- iv. Within our enrichment programme we will run activities on debating and public speaking to encourage pupils to grow in confidence in expressing and listening to the views of others, as well as to ensure they are well-informed about current issues.
- v. Through our own example, we will model mutual respect and tolerance through being inclusive, fair, honest and just.
- vi. We will encourage pupils to understand the reasons for rules and discuss the importance of adhering to laws in order to protect the individual and society.

All of these activities will be fully supported by our curriculum and co-curriculum.

How the school will aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the school.

All promotional materials produced throughout the school will represent people of different cultures to demonstrate that St Andrew's welcomes and can accommodate cultural diversity. We will ensure that displays and resources promote both the distinctive nature of the school and diversity in terms of religious faith and world views, and that the curriculum promotes role models that reflect diversity. We will also ensure that all pupils

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

are given opportunities to make a positive contribution to the life of the school through participating in school assemblies and class worship; this can include parents from different cultural or religious traditions.

We will model welcoming and accepting attitudes towards all people in the school community by being friendly, open and respectful at all times. We will encourage an approach where pupils learn for and on behalf of others, willingly communicating their learning to other pupils and parents at key times of the year.

How the school will aim to encourage pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views.

We will ensure that our worship is age appropriate, and that it enables pupils of all cultural, spiritual and religious backgrounds, or indeed pupils from backgrounds with no spiritual or religious beliefs, to participate without feeling embarrassed, awkward or excluded. We will make alternative arrangements for pupils who prefer not to or are not able to participate in some activities or who may need alternative or additional facilities in order to practise their religious faith, for example a prayer space. We will also mark cultural events throughout the year to increase pupil awareness and understanding of different communities and their faiths. We will arrange social events for the whole school community at which people of different faiths and world views can forge relationships.

A brief explanation of how the school's religious ethos or character will be reflected in the curriculum:

I. The proportion of the school's timetable devoted to RE and other subjects that include some faith-based teachings or use faith-based materials.

One hour per week is given to RE in each key stage with a further 30 minutes to PSED. Please see below for the part RE plays within the school curriculum and the wider faith based teaching of the school. Other subjects will not necessarily contain faith-based teachings or use faith-based materials although at the heart of all we do will be our Christian belief in inclusivity and tolerance and this will be demonstrated through everything we do within the school, if not overtly then implicitly.

II. How the planned approach will help to prepare children for life in modern Britain, including elements of subjects that could overlap with faith teaching.

As stated before, we fully support the National Curriculum aims to provide an education that 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. We believe that a broad range of human qualities are essential for coping with living a full and rewarding life in the Twenty-First Century and seeking to identify and model a clear set of values and the disposition to think and act within this framework is the way to acquire these. We do not believe, however, that these values are taught only through RE and PSED. We believe that it is possible to

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

develop these values through every area of the curriculum. Of particular importance is literacy, as in order to gather ideas and be able to express ideas of your own, it is essential to be literate. We believe that PE and sport enables teamwork and collaboration. A language, particularly Latin, enables an analytical mind to develop, whilst modern languages open us up to new and different cultures. Music, art and drama enable personal expression through creativity. Therefore, through our curriculum we aim to educate our pupils to a high standard, enabling them to move on, well-equipped with the skills necessary for further educational development. As well as being well-educated young people, we wish our pupils to leave us well-prepared for the Twenty-First Century, rounded, self-confident enthusiastic citizens, eager to embrace their next phase of life with an open and tolerant attitude and strong belief in their own ability to be effective in the world.

III. How much time will be devoted to worship, reflection time and prayer and how this will be inclusive to pupils of different faiths and none.

St Andrew's School will ensure that pupils participate in an act of worship every day, either with their teacher in class or during an assembly. We hope to have space and facilities to hold a whole-school assembly every day, and this should certainly be possible in the early stages of the school's life while the cohort is small.

We will also hold a more formal age-appropriate church service once a term for each year group (or in the early period for the whole school). We will be welcoming to pupils of all faiths, and all pupils will have the opportunity to participate fully. Pupils of non-Christian faith backgrounds or of no faith may attend in a participatory or non-participatory capacity, as they and/or their parents wish. If they choose not to attend they will be offered alternative activities. We will also mark religious festivals from other faiths, through ecumenical and non-denominational worship, and to mark special days to demonstrate that we value different beliefs from our own.

A brief summary of the alternatives to prayer and religious study that will be available to pupils of a different faith or of no faith.

At St Andrew's we believe that it is important to involve pupils and parents of all faiths into our act of worship through ensuring that assembly themes are universal and applicable to faiths other than Christianity. However, if pupils are withdrawn then we will offer them alternative activities. These activities can take the following forms:

- i. Time for reflection of a personal nature, through reading and other stimuli.
- ii. Prayer in accordance with own traditions, if appropriate. For example, a prayer room will be provided on request for any Muslim children, in consultation with the local mosque (with which the Trust has an excellent relationship – indeed the imam chose to send his own children to Bennett Memorial School)
- iii. Participation in discussion groups with pupils and adults of the same faith.
- iv. Enrichment and/or extra-curricular activities.
- v. Supervised study, reading and alternative religious education.

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

A brief summary of how school policies affect pupils of other faiths or of no faith.

1. School uniform policy, including the wearing of religious symbols

Our School Uniform Policy takes into account the dress codes of other faiths, ensuring that pupils are allowed to wear symbols of religious faith, within reasonable guidelines.

2. School meals policy, including any dietary requirements

Our School Meals Policy ensures that the catering staff are aware that some pupils and members of staff will require special dietary requirements, for example, by providing vegetarian and vegan alternatives to the standard menus.

3. The RE curriculum

At St Andrew's, as at Bishop Chavasse, Religious Education will be a separate subject throughout, taught for one hour per week, and will foster an understanding and rigorous knowledge both of the Christian faith and other world religions. Using the expertise of subject specialists based at our secondary partner academy, Bennett Memorial School, who will support the planning of the RE curriculum, we will address the weaknesses identified in much RE teaching in primary schools (see Church of England report *Making a difference?* which contrasts weakness in primary RE with significant strengths in secondary, in Church of England schools). RE will also contribute to building open mindsets and positive attitudes. We will also ensure that our RE curriculum offers pupils not only a strong academic focus, but also effective support through enrichment and opportunities for investigation and enquiry, as well as empathy and reflection. At the core of this will be our Christian principles of inclusivity and tolerance which will underpin the curriculum in all aspects in both schools.

4. Arrangements for collective worship

Please see comments above regarding how much time will be devoted to worship, reflection time and prayer and how this will be inclusive to pupils of different faiths and none.

5. Criteria for staff appointments

All employees will be required to support the aims of the school in their professional work. We expect the headteacher to be in active sympathy with the Christian designation of the school in their professional life. An assurance of this willingness will be elicited at interview if not stated in application. Active sympathy with the Christian character of the school is a specific occupational requirement for the Executive Headteacher, the Headteacher and Chaplain in order to ensure that the Christian designation of the school is established and maintained.

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

Engagement and consultation with diverse local community groups, faith authorities and parents, demonstrating how we seek to attract pupils of different faiths and backgrounds to the school

At St Andrew's School we understand that schools have a critical role to play in shaping and leading their communities, but our success in doing so will increasingly be dependent on an understanding of local diversity and an energetic approach to building local links and forging local networks. It will be essential that we have a good understanding of the cultural composition of our community in order to anticipate tensions and conflicts. For these reasons we will ensure that we promote a strong and inclusive image in the local community by giving the school a clearly identifiable profile and in making the school a welcoming place. We will do this in the following ways:

- i. Ensuring that the school has a strong representation in the local community by participating in local events, for example charity and sporting events, and by supporting the local environment.
- ii. Promoting volunteering opportunities to enable pupils to contribute to the local community in a positive and effective way.
- iii. Opening the school to the local community, as a resource, and also to showcase the achievements of the pupils. For example, we will have exhibitions of pupils' work and musical events which local community members can attend. We will also share our facilities with local community groups.
- iv. Inviting leaders of local religious and cultural groups to visit the school to talk to the pupils about their views, thus making links with the local community to share ideas and to learn.
- v. By ensuring strong, accurate and effective communication with parents and other stakeholders to involve them in decision making, and demonstrate that we value their views.
- vi. By being pro-active in making contact with local groups to show that we value their views and beliefs.

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

Three factors underlie the need for new primary places in Paddock Wood:

1. The need for new places to meet the pressure created by new housing developments;
2. Families in the town are served by one primary school that has low standards;
3. Lack of parental choice especially for parents without access to transport.

Given that the families who create the pressure for new primary places are not yet resident in Paddock Wood and therefore cannot be reached, we have still found overwhelming support for the proposed primary school from the current population. Altogether we have had 127 questionnaires returned or completed on the web site with 96% agreeing that Paddock Wood needs a new school if the housing developments go ahead and just over 91% agreeing that parents need more choice of primary school in the Paddock Wood area.

Increased pressure for school places

New housing developments in Paddock Wood have been included in Tunbridge Wells District Council's (TWDC) Core Strategy since 2010. Around 1000 new homes have been earmarked for the town. That represents an increase of around 25% in the population. A developer has two outline planning applications waiting to be determined by the Planning Authority one of which includes outline planning permission for a one form entry primary school with the scope to increase to two form entry as the housing development grows. The planning officer for Paddock Wood has said that the developers intend to phase release of the homes which will allow the infrastructure requirements to keep pace with delivery. She anticipates that if planning permissions are granted that 100 homes will be built in 2017 and 100 in 2018 which means that there will be between 28 – 56 primary aged children requiring a school place in September 2018. In response, Kent County Council have recently updated their

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

Commissioning Plan for Education Provision to include the provision of a new two-form entry primary school for Paddock Wood. Paddock Wood Primary School and Kent County council have confirmed that expansion of existing school is not an option to meet the pressures.

We have looked at whether there is a need for additional school places in the current indigenous population of Paddock Wood. Apart from a spike in the birth rate in 2010/11, which meant that Paddock Wood Primary School took on a bulge reception class in September 2015, the birth rate remains stable as shown in the table below.

2014 Population Data for Paddock Wood	Number of Children	Reception Year
0 – 1 yr. olds	80	2018
1 – 2 yr. olds	74	2017
2 – 3 yr. olds	85	2016
3 – 4 yr. olds	112	2015
4 – 5 yr. olds	102	2014

Paddock Wood Primary School has a PAN of 90 pupils that clearly caters for the number of children in each cohort going forward to 2019. Without the new housing, therefore, the need for new basic need places disappears. However as discussed in the next section, the existing school has low standards and is likely, given the new Ofsted framework, to be rated as 'Requires Improvement' when next inspected.

A need for another primary school in Paddock Wood to provide challenge and raise standards

Paddock Wood Primary School while judged Good in Ofsted terms, was last inspected in 2011 under the old inspection framework. Its outcomes over time indicate that it would be very unlikely to have been judged as Good if inspected a few months later after the January 2012 inspection reform. Its most recent pupil outcomes, from summer 2015, indicate that it has significant room for improvement.

The percentage of pupils at the end of Key Stage 2 achieving Level 4 or above in reading, writing and mathematics have been as follows:

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

2012	66%
2013	69%
2014	79%
2015	67%

The most recent outcomes are only 2% above the national floor and fall significantly below the 'coasting' criteria likely to be defined under the current Education and Adoption Bill.

Moreover, progress of pupils is also below or significantly below the national median. In 2015 the percentage of pupils making at least two levels of progress in KS2 in reading, writing and mathematics were 90, 90 and 79 respectively, all below the median and in the case of mathematics significantly below.

The gap between the progress of disadvantaged pupils and other pupils at Paddock Wood Primary is also marked, in particular in mathematics – in 2015 for example only 57% of disadvantaged pupils made two levels of progress in KS2, compared with 86% of other pupils. The least advantaged are likely to be the least mobile and least able to choose other schools beyond the town. The presence of a new, strong school in Paddock Wood providing an excellent education and high expectations for all, including the disadvantaged, would be a particular improvement for these children and families.

A further dimension is the stimulus the new primary school will provide for the existing sole secondary school in the town, Mascalls Academy. This school draws substantially from Paddock Wood Primary School and achieves only in line with or slightly below national averages, including in value added terms. A new primary school run by a separate Trust to that running Mascalls and where children were taught to aspire more highly would provide an ultimately beneficial competitive stimulus to Mascalls which would be likely to have a positive impact on standards achieved at that school as well.

A new school, with a strong academic ethos and a commitment to raising standards of achievement in the basic core subjects, through an uncompromising mastery approach to learning where all children are expected to reach a high standard, without compromising the need for a rounded and stimulating wider educational provision, will provide challenge to the existing school in the town by enabling parents to make a genuine choice for a more aspirational school.

Lack of Parental Choice

Evidence from our engagement with the community shows that the vast majority of respondents welcome the proposed St Andrew's Primary School as giving parents more choice of school in Paddock Wood.

Kent County Council's planning area for Paddock Wood is served by four primary schools. Brenchley and Matfield Church of England VA Primary School (soon to be part of the Tenax Schools Trust MAT), Capel Primary School, Horsmonden Primary School and Paddock Wood Primary School.

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

The 2015 admissions data shows that Horsmonden Primary School is not available to Paddock Wood parents who do not have an existing sibling at the school. It has a tiny catchment area of 0.2081 miles admitting only 9 pupils on distance criteria. Ofsted rates it as 'Requires Improvement' although the latest monitoring inspection letter praises the new head teacher's leadership, progress and improvements.

Current Paddock Wood families and the future families which will occupy the new housing therefore have three choices of primary school: Paddock Wood Primary School, Capel Primary School and Brenchley and Matfield CE VA Primary School (until 1/4/16 when it becomes an academy).

Capel Primary School admitted half their pupils on the distance criteria in 2015. The maximum distance offered in 2015 was 2.4703 miles, which covers most addresses in Paddock Wood when measured 'as the crow flies'. Currently around 20 of the 207 children on roll live in Paddock Wood, which is less than 10% of the intake. The school was rated Good in 2015 and has above average results. (87% of its pupils achieved a level 4 in combined reading, writing and maths). The head teacher at the school has responded to the consultation to say that in his view there is sufficient space within the site at Capel Primary School to expand his school by one form of entry to help meet additional need and growth. However, this would mean significant capital investment by the County Council that they might not necessarily be able to recoup from the developers. In addition, it would restrict choice to only those Paddock Wood families who have access to their own transport. Given that only 10% of current Capel Primary School parents are Paddock Wood based, investment in expanding the School to meet half the forecast additional demand does not look like a value for money solution.

Brenchley and Matfield CE Voluntary Aided Primary School currently gives parents in Paddock Wood a choice of a small school and the choice of a school with a Christian ethos. Brenchley and Matfield School has a large catchment area. In 2015 the maximum distance offered was 7.4782 miles, which adequately covers the town of Paddock Wood. However, there are reasons to think that this distance will shrink in the next year or two as the school continues to build its reputation as a good school. 92% of children achieved level 4 in combined reading, writing and maths in 2015, which shows steady improvement from 2012 when only 79% achieved that level. The school had been in significant difficulties in terms of standards. When it was inspected in March 2010 it was judged to require special measures. Following a change of head teacher it was judged as 'satisfactory' in 2011 and in 2013 it was judged to be 'good' by Ofsted. Given its school improvement journey and the excellent outcomes at KS2 we believe that more local village parents will now choose Brenchley and Matfield School which means that current and future Paddock Wood parents are unlikely to get a place using the distance criteria alone. The Head teacher is seeing evidence of this through the number of Paddock Wood based pupils currently attending the school. As of February 2016 only 24 or 13% of pupils live in Paddock Wood. Therefore Paddock Wood parents who are looking for a small (30 PAN) and Christian faith school will increasingly find that Brenchley and Matfield CE Primary School is unavailable to them.

This leaves current Paddock Wood parents, especially those who do not have access to transport with a limited choice of Paddock Wood Primary School. There are as we have already described, sufficient places at the school to cater for the existing population of the Town but for a number of reasons the school is under subscribed and there are places available in all year groups. The School has a PAN of 630 but has only

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

601 children on roll (less than 10% surplus places) We believe that this is due to issues around size: we have spoken to a small number of parents who believe that the school is too big and therefore would be overwhelming for their child. In addition, we believe that a small number of parents are choosing other schools on the basis of standards. When compared to the KS2 outcomes at Brenchley and Matfield and Capel Primary Schools the low performance at Paddock Wood Primary School is stark:

Name of School	Distance from the proposed site (Walking Distance)	PAN (2015)	Total Apps (2015)	The percentage of pupils at the end of Key Stage 2 achieving Level 4 or above in reading, writing and mathematics			Ofsted Grade and year of last inspection
				2013	2014	2015	
Brenchley and Matfield CofE Primary School	1.9 miles	30	76	85%	85%	92%	Good 11/13
Capel Primary School	2.4 miles	30	82	75%	71%	87%	Good 02/15
Horsmonden Primary School	3.8 miles	30	63	65%	87%	90%	RI 03/14
Paddock Wood Primary School	0.9 miles	120 ¹	131	69%	79%	67%	Good 11/11

Nursery Provision

The proposal currently includes nursery provision. Kent County Council have not undertaken any recent audit of childcare sufficiency but the Early Years and Childcare officer for Paddock Wood has been helpful. She argues that current provision is stretched and that there is unmet demand and that this will put further pressure on providers when the new housing is built. Her email is attached and included in the Annexes.

The group have had meetings and conversations with the two early years settings within Paddock Wood. Scalliwags is a community run Pre-School which provides 30 places in two three hour sessions per day. It caters for 75 children in Paddock Wood. It does not provide wrap-around care but does provide 15 hours of free provision for 3 – 4 year olds and for a small number of children, Free for Two provision. Scalliwags currently have a small number of sessions available but will be full in the summer term. Their view is that while there is current pressure on places in Paddock Wood the real additional need is for wrap around 8am to 6pm provision and not additional sessional provision. They do agree that the pressure on places will grow once the new housing is released and currently they have no plans to expand their current buildings or operation to take on additional children.

¹ Paddock Wood Primary School's PAN is based on the year that it took in a bulge class.

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

This was confirmed by a telephone conversation with the manager at [REDACTED] Bumblebees is a private nursery that provides wrap around 8am to 6pm care. It is conveniently situated by the entrance to railway station (which provides good commuter services to London and other local towns) to enable working parents to drop off and collect their children off in the morning and evening. There is a waiting list for places running up to 2017 although odd sessions do become available on an *ad hoc* basis. A restricted building means that they cannot currently expand their provision so would not have the capacity to meet the growth in demand that would arise when the new housing becomes occupied.

As well as these two settings – there are a number of child minders operating in Paddock Wood. [REDACTED] report that some members have vacancies but have not responded officially to the consultation despite follow up phone calls.

107 people or 96% of respondents to our consultation replied positively to the question 'Do you agree that Paddock Wood needs school based nursery provision to cater for 2 and 3 year olds'. While we have established that there is a current unmet need for early years provision, that would allow the DfE to approve the nursery element of the proposal, more work needs to be done to establish how many places are needed and what that provision would look like.

Conclusion

The new housing developments in Paddock Wood with the resulting growth in demand for primary school places are the main reason why a new primary school is needed in Paddock Wood. This is recognised by Kent County Council who have recently adopted plans for a new 2 form of entry primary school in Paddock Wood in their updated Commissioning Plan for Education Provision. Without the new housing the basic need for places from 2018 disappears. Having said that, while the Paddock Wood Primary School appears to be popular with local families there is latent desire uncovered by our consultation events, conversations with parents and feedback, for more choice of schools. This will only strengthen when the new housing developments are approved, built and occupied.

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



Figure 1 Public Meeting 22 February 2016 St Andrews Church

As outlined in the previous section, the main basis for proposing this new school is to meet the pressure for school places created by the new housing developments in Paddock Wood. Therefore, the families to whom we need to market the school do not or may not yet live in the area. Our evidence for demand is based on the County Council's own revised Commissioning Plan for Education in Kent (adopted 25/1/2016), the fact that the housing developments will consist of mainly family homes and that the developers have included a primary school in their application for outline planning permission. Having said that and bearing in mind that there are sufficient primary school places for the current population, our engagement with Paddock Wood residents has shown overwhelming support for the school. In addition we have received support from a small number of existing families with very young children who have said that they would consider St Andrew's Primary School as a choice for their child.

The consultation leaflet issued by the Trust is attached in the Annexes. While it emphasises the Christian ethos of the school it makes it very clear that the new school will be fully inclusive and welcome all families, regardless of background. Pupils will not be selected using faith criteria.

In addition, the following people and organisations received personal consultation letters:

- 1 MP (See response from Greg Clarke MP in the Annexes)
- 1 County Councillor
- 4 Tunbridge Wells District Councillors
- 13 Paddock Wood Town Councillors (See responses from town and district Councillors in the Annexes)

E2 – successful engagement with parents and the local community

1 Secondary School Head teacher (None received)
 8 Primary School Head teachers (See responses in the Annexes)
 12 Child minders (Arranged to meet the child minders at their weekly meeting – reported below and in E1)
 4 Nurseries (2 of the Paddock Wood Nurseries have responded and we have had meetings and phone conversations with them – reported below and in section E1)
 Roman Catholic Diocese (Not responded)
 Tunbridge Wells Islamic Centre (Not officially responded but was supportive in a phone conversation – strong relationship with Bennett Memorial School where many members of the Islamic Centre attend school, including the imam’s children).

[REDACTED]

The Trust organised a public meeting in [REDACTED] on the 22 February where 49 people attended. After a short presentation there was an opportunity to ask questions and a number of people spoke to support the proposal. At the end of the meeting a show of hands to support the proposal was asked for. Virtually everyone put up their hands, there were around 7 abstentions and no show of hands against.

The proposed school has a Facebook page with 56 ‘likes’ and a Twitter Account with 15 followers. Both direct visitors to the website which has had over 960 hits with over 60 visitors completing the online questionnaire. In addition another 67 people completed hard copy questionnaires either handing them in at the public meeting or depositing them in a box near the church entrance. Support is overwhelming and is set out in the tables below.

Do you agree that Paddock Wood needs a new primary school if the housing development goes ahead?	Local Residents	Local Parent	Other
YES	88	23	11
NO	2	2	0
Other	0	0	0
Do you agree that parents need more choice of primary schools in the Paddock Wood area?	Local Residents	Local Parent	Other
YES	84	22	10
NO	3	3	0
Other	3	0	1

E2 – successful engagement with parents and the local community

Do you agree that Paddock Wood needs school based nursery provision to cater for 2 and 3 year olds?	Local Residents	Local Parent	Other
YES	81	21	11
NO	4	2	0
Other	5	2	0

In addition, 18 people (10 parents and 8 residents) said that they would consider applying for a place at the school, which given that the school will be marketed to the new residents of the housing developments is positive. A further 30 respondents said that they would like to get actively involved in supporting the establishment of St Andrews Primary School.

Community Engagement from March 2016

Our community engagement strategy moving forward has the ultimate objective of securing full take-up of places when St Andrew's Primary School opens. We have for example, organised initial discussions with the developers of the new housing provision for early March. They will want to show Tunbridge Wells District Council that they have had interest in their proposed school site for the outline planning application, as this will demonstrate a commitment to securing the associated infrastructure. In return, and if this application is approved, we will want the availability of a brand new high performing primary school to feature prominently in their marketing materials. We will also want to negotiate access to homebuyers so we can have direct conversations with potential parents and get them signed up the school for when it opens.

In terms of maintaining interest to current Paddock Wood residents and new residents as they move in we will maintain a social media presence in the form of Twitter and Facebook accounts with regular updates. In addition, Revd Canon Bryan Knapp the local lead partner proposer will:

- Run a monthly / bi-monthly update in the church publication called 'Contact' which is a subscription monthly magazine with a 950 circulation.
- Place a similar update in the 'Town Crier' magazine that is dropped into every house in Paddock Wood free of charge (3250).

The Church will coordinate and contact the 30 respondents who have said that they want to be actively involved in supporting the establishment of the school. There will be a series of events organised in the spring to ascertain how best that contribution can be made with a celebration event organised for volunteers if the application is approved. We see input from this group being both in terms of being the backbone of the work needed to market the school to the community through to volunteers who will help at the school when it is open.

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)
██████████	██████████ ██████████	Yes	████████████████████ ████████████████████	See CV attached	10 hours

[Add lines as appropriate]

F1 (a) Skills and experience of your team

We will be benefiting from the experience of opening [REDACTED] which is scheduled to be one year prior to the likely opening of St Andrew's Primary Free School. We have gained experience already in project management tender and recruitment, ICT infrastructure planning, site acquisition and promotion of the school in the local community. Because [REDACTED] was due to open in 2016 and was deferred following site acquisition challenges, we had already done a significant amount of planning particularly on project management and ICT planning. We have already attended the DfE programme for this, and evaluated ways of procuring ICT equipment, deciding to use the DfE recommended route. We have already also done significant work in curriculum planning and our work in other primary schools since the submission of the [REDACTED] has meant that our team now includes greater primary leadership capacity than it did then, putting us in a stronger position to plan the curriculum. In terms of financial planning, we have done significantly more work on setting up and managing the financial structures and systems needed to run a multi academy trust than we had at the time of the submission of the [REDACTED] so that aspect of the operation is already significantly stronger.

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
Business development and strategy	Trustees	Currently working with Academy Ambassadors to strengthen the Board with current business development and strategy expertise and experience. Expect to make an appointment imminently.
Early years education, in particular nursery	Trustees	We already have significant primary experience on the Board, but would like to identify a specialist early years expert to ensure that the rigour of challenge in this specific area of the Trust's work is sharper and that we have the right expertise to support and challenge the creation of a nursery in response to local needs during consultation in Paddock Wood. We are at an earlier stage of recruitment than the role above but are aiming to have a person in place by September 2016.

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]

Timeline for recruitment of principal designate

It is highly probable that we will have identified and prepared a principal designate from among the experienced primary headteachers, including those of Outstanding schools, with whom we work closely in our large group of 30 primary schools in the Teaching School Alliance, several of which are likely to be within the Tenax Schools Trust by this point. We are also imminently recruiting a Trust Consultant Primary Headteacher who will oversee the opening of [REDACTED], and may do likewise for [REDACTED]. However, if we decide to recruit a principal designate externally, the existing headship experience would be desirable, so we would follow a timeline such as the one below to enable existing headteachers to meet their likely notice terms.

We would aim to have the principal designate in place for January 2018.

This timeline would allow for a second round in the autumn term 2017, should that be necessary. In such eventuality, we would arrange for an existing trust headteacher to oversee a new appointee without headship experience, or for an existing trust headteacher to be the principal designate from January to April 2018 until an existing headteacher may be free to begin.

Recruitment Activity	Dates
Confirmation of role description and person specification; confirmation of salary range	May 2017
Preparation of advert	May 2017
Advertisement placed and appears in TES print and online, and Kent Teach website	June 2017
Closing date	June 2017
Applications received	June 2017
Shortlisting meeting	June 2017
References sought	June 2017
Candidates' visit to meet core team / HR consultant	Late June 2017
Interviews	July 2017
Successful candidate is able to resign from current post by 2017, amply meeting notice periods current headteachers are likely to have	

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

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

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

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

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

Governance structure

The governance structure set out in the previous proposal for [REDACTED] (approved by DfE 2014) will remain substantially the same as the trust grows and includes a further free school as well as additional converters and sponsored academies. However in some specific points the structure has evolved and will continue to develop. Key points are as follows:

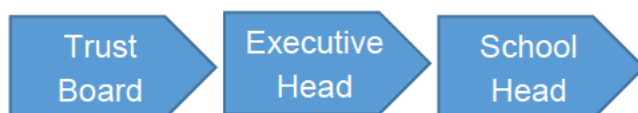
- A detailed scheme of delegation between Trust and LGB is already in place covering all elements of the trust board's responsibilities. It is able to operate asymmetrically, in other words for schools where there is an established record of success and a strong proven track record (aligned with Ofsted judgements of Good or Outstanding) a higher level of delegation is accorded than for other schools. For new provision, we plan to delegate less and for the trustees to take more direct responsibility.
- The point above notwithstanding, we are constantly planning on how best to develop governance in a MAT context in the light of latest national level discussions, including for example [REDACTED]
[REDACTED] We recognise a need particularly to clarify the relationship of headteachers in the Trust with their Local Governing Body on the one hand and the Executive Headteacher / Trust CEO on the other.

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

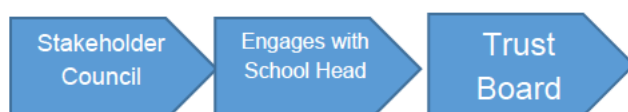
Note: what follows in the next four bullets and the diagram below is not yet in place or fully developed, but is included to demonstrate that we are alive to the need constantly to evaluate and refine our approach to effective governance in the light of the latest thinking on this critical issue.

- In developing a new model of governance for the Trust for the future, we are prioritising the need to have a clear and unambiguous line of accountability for educational outcomes and financial performance running between the legally accountable body, the Trust Board, through the CEO to the headteachers in each school on the one hand, and, on the other, good quality and valued stakeholder engagement of local communities, including parents, churches (where applicable) and employees on the other.
- To this end we want to reshape LGBs to be primarily the principal vehicle for that stakeholder engagement, strengthening their right to be informed and consulted, to engage with the headteachers, and to formulate views which are channelled to the headteacher and directly to the Trust Board. At the same time we plan to strengthen the line of accountability for actual decision making between headteacher, executive headteacher up to the Trust Board, and remove any ambiguity about the role of LGBs in that accountability for decision making.
- In this way headteachers will be accountable to the Trust Board via the Executive Headteacher, but will have a duty of engagement with the Local Governing Body (likely to be renamed the Stakeholder Council), and these Stakeholder Councils will have a right to be informed and to channel views to the Trust Board. These changes, once fully worked out, will require a change in the Trust’s Constitution and will mean that the current scheme of delegation will have to be reshaped.
- If the decision is taken to replace LGBs with Stakeholder Councils, we will maintain parent and employee representation on those Councils, and ensure further membership as appointed by the Trust is focussed on ensuring good local stakeholder engagement.

Clear ‘golden thread’ of accountability, decision making and performance management responsibility between Trust Board and School Headteacher via Executive Headteacher:



Empowered communication flow for engagement with stakeholders (pupils, parents, employees, community) via Stakeholder Council (previously LGB) on central issues and challenges, but not key decision-making or formal accountability:



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

Conflicts of interest

Identifying and managing both real and perceived conflicts of interest will be a high priority at headteacher/senior staff level, local governing body, trustee and member level. Currently no member of the senior staff or any trustee is involved in any business or financial activity which could lead to an imminent conflict of interest, but as new trustees and staff join this situation will be kept under review.

The members and trustees will be familiar with and have regard to the seven principles of public life established by the Nolan Committee, and openness to scrutiny and transparency will be viewed in a positive way. No decisions from which a trustee, governor or the headteacher (or a relative or partner) may benefit financially or otherwise to be taken with the potential beneficiary participating in the decision. The Board will have regard to regularly updated guidance at national level, in particular that contained in revisions to the Academies Financial Handbook. The process will at a minimum include:

- Formal annual written declaration of business and personal interests
- Publication of members' and trustees' pecuniary or business interests on the trust's website
- Declaration of interests at the start of every meeting, formally recorded
- Any individual who may benefit, or whose relative may benefit, from a decision under consideration, must absent themselves from discussion of the decision, and ensure that it is clearly recorded and witnessed that the individual played no part in and did not influence the decision
- Where a decision is nonetheless taken from which any individual in a governance, trustee, member or leadership role will or may benefit (or any relative or business associate), a clear review of and written justification for the decision, explaining why it represented the best value for public money, must be prepared and agreed by those party to the making of the decision, and submitted for approval to the board of trustees, or, in the case of a member benefiting from the decision, to other members.
- No employee, including the headteacher, may be present in a meeting which will be determining that employee's pay
- Any transactions likely to be of particular public interest, including those involving the chair of trustees or accounting officer, will be subject to particular caution and scrutiny
- Any novel or contentious transactions will be referred to the EFA for advice before being finalised. 'At cost' principles was set out in the AFH will be observed at all times
- A robust whistle-blowing policy will be in place about which all levels of governor and senior leader are briefed annually
- The value for money statement and the audited annual report, with trustees' report, regularity statement and governance statement, will be published in accordance with AFH requirements.

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

The proposed members and trustees of the new multi academy trust have been audited for conflicts of interest. They (including relatives) have no current interests which would put them in a position to benefit financially from any foreseeable transaction or decision to which they may be party as members or directors.

At all times members and trustees will observe the Nolan principles for public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

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

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

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

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

[Add text here. Table expands]

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

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

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

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

[Add text here. Table expands]

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

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

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

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

[Add text here. Table expands]

Section G – budget planning and affordability

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

Please:

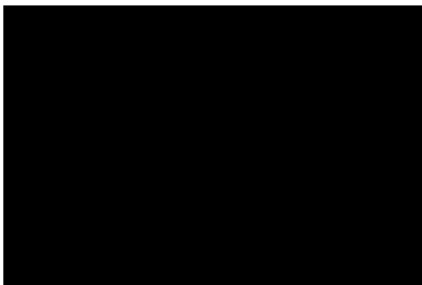
- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want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

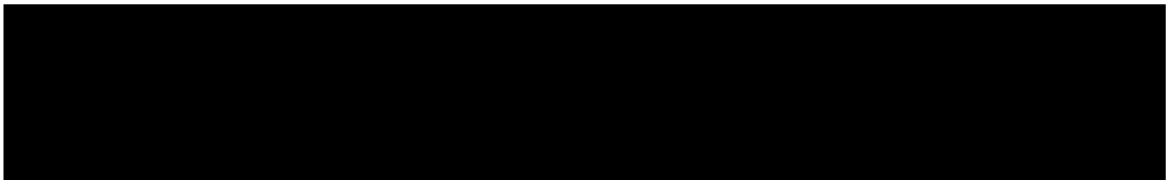
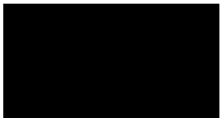
G1 – budget planning and affordability
[Add text here. Table expands]

Section H – premises (use Excel spread sheet)

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

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





[REDACTED]

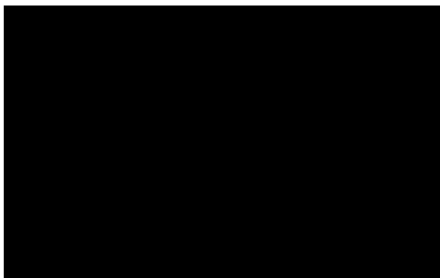
[REDACTED]

[REDACTED]

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[REDACTED]

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Department
for Education

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