



Department  
for Education

# Free school application form

Mainstream, studio, and 16 to 19 schools

Published: July 2016

Insert the name of your free school(s) below using BLOCK CAPITALS

**BADBURY PARK PRIMARY SCHOOL**

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# The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 *how to apply to set up a free school guidance document* and the *criteria for assessment*, 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. The form is available [here](#).

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

### Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email

must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

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

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

### **Submitting Section I**

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

## **Data protection**

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

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only*:</b> Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Independent schools only*:</b> Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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



## Declaration

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

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

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

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

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

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

**Signed:**

**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:** 27.09.2016

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

# 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

#### Section C: Education Vision

The Blue Kite Academy Trust was created in March 2016 as a result of Ferndale Community Primary School converting to an academy and sponsoring Ruskin Junior School which we had been supporting since they were graded as Special Measures by an Ofsted inspection the previous year. In 2011 Ferndale primary school was failing, only 58% of its pupils achieved the expected standards in Reading, Writing and Maths. The curriculum was uninspiring and insular, expectations were low and morale was even lower. By 2014 standards had risen so sharply that the school was and is now consistently performing above national expectations in all Key Stages and in all subjects. Ofsted rated the school as 'Good with Outstanding Leadership and Outstanding Safeguarding.' The curriculum now ensures that the children learn essential skills and are challenged to be the best they can be. At the same time we pride ourselves on building memories for children which they will carry with them for the rest of their lives.

In January 2015 we were approached to share our experience and expertise with Ruskin and shared our belief that every child, irrespective of their background, irrespective of their race, their gender or postcode has great potential and the right to a first class education. We began working with Ruskin in February and by the end of that academic year HMI were reporting that this is now a rapidly improving school where: *“Effective external support is being provided by leaders from Ferndale Primary School and the local authority. Improved systems and processes have been implemented to support teachers’ planning and teaching.”* Also that: *“Leaders monitor teachers’ planning and pupils’ work more frequently and accurately. As a result, they have a much clearer understanding of each teacher’s strengths and developmental needs. Teachers have more regular opportunities to work alongside teachers from Ferndale Primary School to observe, and learn from, effective practice. Teachers indicate that this helps them to reflect on their own teaching; they acknowledge that their teaching has improved”*

*As a result of the collaboration, the shared working practices and the improved systems and governance in place Ruskin, in 2016, for the first time, performed in line with other local primary schools in the town.*

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

**Collaboration Days**

As a Trust we now hold Collaboration days where staff from both schools showcase the very best practice and discuss new and exciting initiatives. We have joint staff meeting and leadership meetings where applicable to share knowledge and plan next steps for our children. A new school would have instant access to all of this expertise and sharing. Blue Kite Connect is a sharing platform we have developed with a local software company which gives our Directors, Governors and staff access to the latest developments not only across our school but national changes to education as well. This ensures everyone is kept up to date with the constantly changing landscape.

**Trust Growth Plan**

The Blue Kite Academy Trust acknowledges the need for growth with an emphasis on working within our local communities and creating greater economies of scale to support learning in our schools. This will involve growing beyond our current two member schools but without diluting or losing what is special about our schools and Trust.

Year	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
School Growth	1 good school joins	Second good school joins	Badbury Park opens	Prep work for Eastern village school to open in 2020.
Trust Priorities	Ensure Ferndale continues its academic success and Ruskin rises to in line with National	Begin bid for new school in eastern villages	Support work with another school to begin as capacity becomes available after Badbury opens.	Potential inspection at Ferndale and Ruskin
Growth and Reorganisation	Reorganise office staff to improve central services creating dedicated Trust finance and HR division.	Director for Risk, Audit and Growth appointed to support the Trust's development.	Trust wide curricular events developed to give children in all schools access to wider opportunities.	Trust wide curricular teams and business forums e.g. become more fully developed with increasing staff and schools.
Total schools	3 schools	4 schools	5 schools	5 schools

**Why build a new school?**

The main pressure on school places in the area will come from the proposed housing growth. 870 new homes will be built in the surrounding area leading to an increase in school places over the coming years. Furthermore, an estimated 389 Nursery places for children between 2 and 4 years old, coupled with a small number of childcare providers in the area demonstrates a specific need for high quality nursery education too. The proposed primary school building programme is needed and justified as the housing developments are geographically dispersed with major road infrastructure dividing communities. The major roads form natural barriers to the movement of children.

Badbury Park Primary is a planned new one-form entry primary school for the [REDACTED]

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

██████████ in South/East Swindon adjacent to ██████████. If approved, the school will open in September 2018 with an initial intake of 30 pupils into a Reception class. It will reach its full complement of pupils by 2024. We also plan for a nursery to be open from September 2018 which will take children from 2 years old until they are ready to start school.

However, just before the application was due to be submitted, it has come to light that further planning applications are now in progress and if successful would mean that a full 2 FE primary school would be justified. We had taken the decision, after consultation with the RSC's office and the LA to originally base this application on a 1 FE school and demonstrate its viability. We have used all the means at our disposal as a MAT to ensure cost savings in setting up the school which means that as a 1 FE school it would be sustainable in the long term. Should the planning be approved and extra school places become needed then the design of the building, our fundamental staffing structure and leadership models would remain the same (apart from increasing the number of teaching and support staff). As a Trust, with a strong track record, that currently runs two 2FE primary schools we believe that adapting to a second form of entry would be fairly straight forward. The education plan would remain the same but we have included some extra budgetary information to show how we would adapt.

### **Vision and Values**

We believe our schools should be vibrant, friendly places where the children are at the heart of everything we do. We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives. We believe that through inspirational teaching, determination, a lot of love and a lot of laughter, the children in our schools can achieve their greatest potential, regardless of their starting points in life. We believe in modelling values and teaching skills that will prepare them for life in the 21st Century and we believe that in doing so we will give them a solid foundation for their future. Swindon is now one of the fastest growing towns in Europe with a diverse industrial heritage which continues today in its engineering and car manufacturing factories as well as major companies in insurance, banking and building societies; pharmaceuticals and food distribution. To continue this we need highly skilled, innovative and creative young people made up from children from a range of backgrounds, especially those groups historically excluded by deprivation and low attainment. There is the realistic expectation that they participate fully and actively to create a better, brighter future, for themselves, their town and their community. We believe that education, in a context of high expectations can create that for all our children. We want our children to have high aspirations and expectations for themselves. In a factory which was close to the proposed site of the new school, the people of Swindon helped build the Spitfire, the most famous and effective aircraft in WW2, loved by the nation and instrumental in the Battle of Britain, they broke aviation records and helped make our country great. Our children should aspire to the same goals, to surpass expectations and to reach for the skies.

#### **We would expect the Ofsted report to list the key features of the school as:**

- Badbury Park Primary School is a smaller than the average-sized primary school.
- There is one full-time Reception class in the Early Years Foundation Stage and one class in each other year group. Most pupils attend from the local area.
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those with special educational needs is below that of the national average.
- The proportion of disadvantaged pupils supported by the pupil premium is slightly lower to that found in most schools.

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

- Most pupils are of White British Heritage.
- The school runs a nursery which is managed by the governing body.
- The school offers the facility of an after school club and a breakfast club.

### **The staff will have a school where:**

We are proud to achieve the highest academic standards and the children leave with results in line with the best in the country. Where we celebrate diversity, creativity and curiosity; where the staff are happy and relaxed and enjoy learning just as much as the children do; where inspirational environments and activities enthuse and enrich the learning experiences creating confident, resilient and independent learners for life.

### **The children will have a school where:**

They feel safe and happy supported by adults who are friendly and kind and do lots of crazy things. They want to learn inside and outside in a colourful and fun environment and use exciting new technologies to explore the world around them. They become more empowered to take responsibility for their own learning. They become articulate and able to talk freely and well. Through silence, quietness and reflectional techniques of a Values-based framework, children can understand much more deeply their work and their lives. We will promote effective learning and underpin the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society.

### **The parents and local residents will have a school:**

That is the heart of the local community and offers stimulating extra-curricular activities that support our children in becoming independent. We want a healthy school, where the behaviour is excellent and the children have a desire to learn.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 2018, please leave the relevant earlier columns blank.

## 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.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		30	30	30	30	30	30	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
<b>Totals</b>		30	60	90	120	150	180	210

Subject or other activity (e.g. enrichment)	Hours per week	Mandatory	Comments
PSHE, Values	1.5	M	1 hour of PSHE through Jigsaw scheme and 1/2 hour assembly on Values. Other daily assemblies would address areas of PSHE too.
Maths	6	M	1 hour a day and 20 minutes of mental maths 4 days a week
English	6	M	1 hour 20 minutes daily
Reading	2.5	M	30 min every day for guided reading, shared reading, independent reading, 1:1 reading
Spelling & Grammar	2	M	20 minute spelling session 5 times a week plus 2 x 1/2 hour of grammar teaching
Phonics (KS1)	2.5	M	30 minutes daily
Science	2	M	Covered in a cross curricular way linking skills to topics.
PE	2	M	Covering gym, dance and games including dedicated fitness time. Y3 swim.
MFL (KS2)	0.5	M	Main language taught is French.
Topic – Art, DT, History, Geog, RE	2	M	All subjects are taught together and linked through different and exciting topics. Each has engagement days and links for parents.
ICT	1	M	Redesigned modern curriculum, using apps and ipads. Taught through all subjects.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Table: Timings of the School Day

	Breakfast club	Doors open	School starts	Morning Break-time	Lunch	School finishes	After School clubs finish	Wrap around care finishes
FS2 and KS1					12.00p.m – 1.10p.m.			
KS2	7.30a.m.	8.30a.m.	8.45a.m.	10.30a.m. - 10.50a.m.	12.10p.m – 1.10p.m.	3.15p.m.	4.15p.m	6.30p.m.



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

Table: Pupil information at schools closest to Badbury Park

Schools nearest	Distance from proposed location	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to school type	Attainment Measures relevant to school type
Liden Primary	0.5 miles	2 in Jan 2015	26%	17.5%	2%	Pupils achieving L4+ at end of KS2: 91%	Pupils making expected progress in; reading 100%, writing 100%, maths 97%
Eldene Primary	1.4 miles	2 in Dec 2013	40%	5.5%	4%	Pupils achieving L4+ at end of KS2: 69%	Pupils making expected progress in; reading 88%, writing 90%, maths 92%
Lawn Primary	1.2 miles	2 in July 2012	16.3%	7.1%	2.4%	Pupils achieving L4+ at end of KS2: 86%	Pupils making expected progress in; reading 96%, writing 95%, maths 93%
Badbury Park Primary			20%	8%	2.4%	Pupils achieving L4+ at end of KS2: 91%	Pupils making expected progress in; reading 100%, writing 100%, maths 97%
Ferndale Primary School	4.3 miles	2 in Jan 2014 1 for leadership and safeguarding	18.7%	18.7%	4%	Pupils achieving L4+ at end of KS2: 85%	Pupils making expected progress in; reading 100%, writing 98%, maths 98%
Local average			Primary = 17.6% Overall = 16%	Primary = 12.6% Overall = 12.5%	3.8%	Pupils achieving L4+ at end of KS2: 82%	Pupils making expected progress in; reading 91%, writing 95%, maths 90%
National average			26.4%	19.4%	1.4%	Pupils achieving L4+ at end of KS2: 80%	Pupils making expected progress in; reading 91%, writing 94%, maths 90%

Table: Pupil population at existing school – Ferndale Primary and Nursery School

	Year Group	Amount	% of FSM	% of EAL	% of SEN	% of SEN Support	% of SEN Statement	Amount of Looked After Children
	2-3yrs	22	0.0%	90.9%	0.0%	0.0%	0.0%	0
	3-4 yrs	41	4.9%	85.4%	4.9%	4.9%	0.0%	0
	Foundation Stage 2	87	5.7%	37.9%	0.0%	0.0%	0.0%	0
	1	60	15.0%	15.0%	16.7%	16.7%	0.0%	0

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

Key Stage 1	2	59	13.6%	6.8%	20.3%	18.6%	1.7%	0
Key Stage 2	3	59	18.6%	18.6%	18.6%	16.9%	0.0%	0
	4	61	29.5%	16.4%	26.2%	26.2%	0.0%	0
	5	59	32.2%	8.5%	25.4%	23.7%	1.7%	0
	6	53	22.6%	18.9%	20.8%	17.0%	3.8%	2
Overall		501	16.8%	27.3%	15.4%	14.4%	0.8%	2

The trend in schools closest to Badbury Park show an average percentage of FSM children which is similar to Ferndale. *'It gives me great pleasure to write to you and congratulate your school on the improvement in the key stage 2 results of your disadvantaged pupils since 2011. Your results show that you have improved in terms of the progress and attainment achieved by your disadvantaged pupils since 2011, and that you are increasingly effective in educating your disadvantaged pupils. It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for secondary school.'* [REDACTED]

January 2015

Being part of a trust where all schools are based in Swindon we plan to utilise our already successful expertise. As Badbury Primary School will open a year group at a time staffing will be of a limited number. Therefore, we plan to put together curriculum teams using the strengths across each of the schools within the Blue Kite Trust. *'Middle leaders have fully utilised support from leaders at Ferndale Primary School to observe and learn from effective leadership practice'* [REDACTED] July 2015. This will also ensure all schools within the Blue Kite Trust are consistent in their approach to teaching and learning. Like the successful approaches at Ferndale Primary School which led it from being Ofsted rated as Satisfactory in 2012 to Good in 2014 with Outstanding given for leadership and over 50% of the lessons watched being graded as Outstanding. *"Teachers plan imaginative activities that excite and motivate pupils to succeed. In a Year 4 history lesson pupils enthusiastically followed a playground evidence trail, collected historical artefacts and participated in role play before writing powerful descriptions of the similarities and differences between Celts and Romans."* Ferndale Ofsted report 2014.

Imagine this shared vision in Badbury Primary School where unlike the other schools in the trust, you are surrounded by countryside. Imagine the endless possibilities of innovative lessons. *"Children with views of and contact with nature score higher on tests of concentration and self-discipline. The greener, the better the scores..."* [REDACTED]. 2002. The Blue Kite Trust passionately believes that every child has a talent and it is up to the school to help each child find theirs and excel. Children that are part of the Blue Kite Trust learn to be thinkers, enquirers, communicators, open minded and reflective. They are willing to challenge themselves by approaching unfamiliar situations and learning with courage and having a growing sense of independence.

**Curriculum at KS1 and KS2**

Badbury Park Primary will use the National Curriculum 2014 as the framework, to shape their overall KS1 and KS2 curriculum offering to meet the specific educational needs of individuals and groups of children. However, this will be merely a starting point, and the school will ensure that every opportunity is taken to engage with wider curricular materials and subject matter to add further value to the content of the teaching and learning experience, enrich the children's lives and benefit individual children who may need further support to access the curriculum/school life.

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

### **We will:**

- Have an emphasis on challenge, reasoning and dialogue.
- Respond to children's diverse learning needs and ensure work is provided to ensure they have success.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Provide enriched curricular opportunities outside the National Curriculum to meet the needs of individuals, groups of children and the local community.

### **Curriculum Principles**

Our curriculum will be creative, inspiring and imaginative, designed to promote vision, reasoning and resilience. *'Schools' drive for conformity is at odds with the rapidly changing world, where being flexible, curious and creative are more important qualities than ever.'* ██████████

### **Aims**

- That all pupils are provided with outstanding learning experiences that will ensure engagement, leading to comprehension, leading to mastery of key subjects.
- All children will be taught by professionals who are skilled, adept and enthusiastic about teaching and learning and are committed to transmitting that enthusiasm to another generation
- That a shared high expectation of behaviour and of adherence to our shared values are the corner stone of a successful learning environment
- That our teaching of the curriculum will impart skills through inspiring lessons that become lifelong memories.

Like all schools within the Blue Kite Trust, Badbury Park will have a dynamic approach to teaching and learning, it will set creative questions for pupils to explore, it will engage their curiosity and nurture their imaginations allowing the children of Badbury Park to become more fully involved and excited about learning. *'The school provides pupils with a very exciting range of subjects, topics and experiences which ensure they thoroughly enjoy school.'* Ferndale Ofsted report 2014

A partnership with the Blue Kite Trust shows how standards will not only be met but targets will be set high. Ferndale's data from 2014 – 2016 shows that 76% of pupils achieve at or above a Level 4b in reading, writing and maths and 85% achieve at least a level 4. This is 5% higher than the national average. The percentage of pupils achieving above a level 4 has increased by an average rate of 8% per year since 2013, which is 3.2 times faster than the national rate of change. This data also shows the Average Point Score across all national curriculum core subjects has increased by an average rate of 1 point per year since 2013, which is 5 times faster than the national rate of change. The Value Added Score for all core subjects has an average of 102.4. This is 2.4 points higher than the national average, and 1.8 points higher than the average for schools with an Ofsted rating of outstanding. The Value Added score has increased by an average of 1 point per year since 2013, while the national rate of change has stayed constant.

### **Nursery**

Badbury Park Primary School seeks to develop a nursery school that, together with other local providers, will feed into the school. It will be directly managed by the school and will be integrated as part of the school, working in strong partnership with the primary phase and across the Multi-Academy Trust to meet the needs of the local community. The nursery will be led by a qualified teacher as we strongly believe that having a specialist workforce with experience and expertise will establish an early years' hub of dedicated high quality provision. This will ensure that the nursery established will use the school's unique educational advantage to provide the best opportunities, environment and

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

standards for children in accordance with the statutory requirements of the Early Years Foundation Stage. Having previously set up a nursery provision within the trust, we will build upon the existing knowledge, skills and expertise to ensure that Badbury Park reaches the highest of levels too. Our current nursery provision quickly established success and rapidly received praise from parents, the local community and from other providers within the Local Authority which lead to winning a prestigious Early Year's Award for peer to peer support. Badbury Park will continue to work alongside the Local Authority to build strong community links, to offer support and training to other Early Years providers, ensuring that this high level of best practice and teaching expertise is shared across the sector.

We believe that Early Years is crucial to giving every child the best possible start in life, thus consider it important to have an onsite nursery class to establish a solid foundation to the Badbury Park experience. The Department for Education (DfE, 2015) 30 hours pilot tested an extended, more flexible early education offer in school nurseries, including for two, three and four year olds entitled to the universal and targeted free offer. This had a positive impact on stated first preferences for schools. Therefore, from September 2017 when 30 hours of free childcare is implemented nationally, Badbury Park would also integrate these extended core hours of local authority funded early education, to meet the needs of working parents. From September 2018, our school provision would also look to offer wraparound care for the older children to support parents looking for high quality, flexible and seamless childcare; working in partnership with the nursery to offer this. We would also offer provision to disadvantaged 2 year olds to improve the life chances of disadvantaged young people as we endeavour to raise the number of children who access early years provision and who become more prepared to start school. With the number of social housing planned for the new development, our provision will be narrowing the gap particularly for those from the most disadvantaged families.

### **EY Curriculum**

The nursery would align with the vision and values of the school so that from the outset there would be high expectations for children to achieve and fulfil their potential, by creating building blocks for their future learning. Our early years curriculum is committed to incorporating all seven areas of learning from the Early Years Foundation Stage framework, developing children's holistic learning through exploring and discovering in play. By planning challenging experiences based upon ongoing assessments of children's interests, this will ensure that children develop and foster a love of learning.

The nursery would have access to the excellent shared school facilities, making use of a stimulating free-flow indoor and outdoor provision, as well as placing a strong emphasis on a Forest School ethos. Through an effective nursery transition, including home visits and a settling-in process, good home-school links and positive parent relationships will be created which supports children's well-being and emotional development. Children's communication and literacy skills would be developed by introducing signing, encouraging those children for who English is an additional language or those with Speech and Language difficulties, a rapidly growing need. Exceptional levels of school readiness would be achieved by following an enriched, purposeful early years' curriculum, with a balance between child initiated and adult directed learning to prosper children's independence. Each child's

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

progress would be rigorously tracked by skilful and highly qualified staff, to ensure that children's developmental and individual needs are met throughout their time at the nursery.

### **Early Years/Reception**

We believe that in Early Years play underpins children's learning and development. In Reception we will follow the Early Years Foundation Stage curriculum, building on the foundations laid throughout the nursery, and preparing children for the transition into Year 1 where they will progress on to the National Curriculum.

Our philosophy is that by nurturing children into inquisitive thinkers and independent, resilient learners it will enable them to grow and develop and fulfil their potential. Ensuring we provide an environment, both indoors and out, in which children feel safe and secure will help them as they begin to problem solve and make choices for themselves. Through exploration and discovery, children make sense of the world around them and develop emotionally, socially, physically and intellectually. Experienced and dedicated staff support the children by having a well-planned daily routine which includes opportunities for them to work independently or with others, in both child-initiated and adult directed play and learning situations. Staff continuously observe the children, noticing their interests, and extending their learning through challenging and skilful questioning.

As the new Badbury Park Primary School will commence with the intake of an Early Years Foundation Stage Nursery and Reception Class, we recognise that the creation of strong parent partnership links is vital to establish positive relationships for the benefit of children, parents and the school. We will arrange home visits at the beginning of September for every child starting school to give the opportunity to meet with children and their parents on a 1:1 basis to gain knowledge about each child's individual interests and needs. Prior to the opening of the Reception class the school will also develop good working relationships with other local Early Years providers through communication and visits, as well as working very closely with our already established school nursery. These visits will provide opportunities to work with other local Early Years providers to raise the proportion of children who are well prepared to start school. We believe that offering an induction programme to school helps children to settle and make the most of their school experience. For those children entering Reception, we will offer stay and play sessions in the June/July prior to children starting school in September; informative information sessions; and a staggered entry into school over a period of three weeks. All Reception children will be in school full-time by the end of September 2018. Once the children are in full time schooling a baseline assessment will be carried out, so that staff can personalise the child's learning experiences and "measure progress accurately.

### **Transfer to Secondary School**

As soon as a child starts in Year 6, they will receive full information about the choices parents have made for secondary school. We would expect most of the children to transfer to 'Dorcan Academy' although they would be fully informed of the range of choices available across the surrounding area, including the choice of nearby grammar schools.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Badbury Park, like the Blue Kite Trust will comply with any guidance issued by the Secretary of State in relation to assessment of pupils' performance; making any assessment data public as required by the Government. As with the other primary schools in the Blue Kite Trust there will be strict lines of accountability to monitor assessment and progress throughout each academic year and across each child's time at the school. *'Leaders responsible for particular areas of the school and curriculum are involved well in checking pupils' progress and are having an increasingly positive effect on the quality of teaching. They have been given good training and lead their area extremely well'* Ferndale Ofsted report 2014

The Head of Teaching and Learning within the Blue Kite Trust will take across the practice which has seen the percentage of pupils achieving above a level 4 increase by an average rate of 8% per year since 2013, which is 3.2 times faster than the national rate of change. *'Teachers have a more accurate understanding of each pupil's current attainment level as a result of effective support from leaders at Ferndale Primary School.'* Simon Rowe HMI July 2015 Special Measures monitoring inspection of Ruskin Junior School.

The statutory statements published in the National Curriculum show end of year expectations. With the support of Target Tracker, the Blue Kite Trust has taken these statements and broken down each statement further, these are used to monitor the progress of all children regardless of their abilities and starting points. The new tracking process allows planning to be linked closely to attainment and for all children to progress together within a year group. It allows for quick intervention to take place for any child who is struggling. These formative statements are also shared with pupils and children so all stakeholders are working together to provide the best education possible. The statements will form part of the pupils' targets allowing them to see what they are working towards, what they have already met and what they will need to meet to continue progressing. Because of the way these statements have been broken down they are accessible to all learners.

This tracking system will help monitor coverage of the curriculum as well as the children's progress. Year 2 and Year 6 will be assessed against the Interim Framework for Assessment with a similar target sheet used to track progress. Children that are making little or no progress will be flagged up through our Target Tracker system and followed up with termly Pupil Progress Meetings. Interventions tailored to the individuals' needs, guided by literacy consultants and specialists where appropriate, will then be put into place and tracked through follow-up meetings. Marking will encourage an open

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

dialogue between teacher and pupil with regular feedback on their work and opportunities for the children to edit and reflect. Marking is focused on extending the children's learning and positively reinforcing high expectations.

Curriculum teams drawn from the expertise across the Blue Kite Trust will also use this tracking system to monitor their subject areas closely on a regular basis, they will be able to monitor individuals, specific groups, year groups etc. They will be able to use this data to support the achievement of the School Development Plan and lead focussed and regular Pupil Performance Meetings. At the Blue Kite Trust, we believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives. We celebrate diversity, creativity and curiosity, where the staff are happy and relaxed and enjoy learning just as much as the children do, where inspirational environments and activities enthuse and enrich the learning experiences creating confident, resilient and independent learners for life.

We believe in teaching, modelling values and preparing the pupils for life in the 21<sup>st</sup> Century and we believe that in doing so, we will give them a solid foundation for their future, allowing them to reach for the stars and beyond. And we believe this, no matter what their starting point. *'Pupils' achievement has improved as a result of leaders' strong and successful focus on improving teaching. The school's tracking of pupils' progress and work seen in lessons and in pupils' books during the inspection show that the progress of all groups of pupils, including the more able, is good. Pupils who underachieve in the past are making faster progress and in a rapidly increasing number of pupils in all year groups are now working at levels above those expected for their age.'* Ofsted 2014

### Interventions

Interventions will be established for children identified through pupil progress meetings and through the Target Tracker system. Teachers and TAs will run these interventions 4-5 days of the week during the afternoons or assembly times. These will consist of (but are not limited to):

KS1	KS2
Hairy Phonics	Toe by Toe
1:1 reading with TAs/teacher	Nessy
Ruth Miskin phonics	1:1 editing of work with teacher/TA
Daily readers	Handwriting skills
Handwriting	Clicker on iPads/laptops
Toe by Toe (upper KS1)	1:1 reading with TAs
Numicon	Power of 2

### Provision for More-Able Pupils

At Badbury Park staff will strive to ensure that all children will be extended to their full potential, including those who are already working at or above their expected level. Through training on outstanding lessons and teaching and workshops on extending the more-able, staff will be provided with the tools to extend and challenge their most confident and talented learners. Challenges and activities will be chosen for these individuals with this in mind. More-able learners will have their progress closely

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

monitored to ensure that they are making more than expected progress.

Badbury Park Primary will follow the National Curriculum at each phase.

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
<b>Core subjects</b>		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
<b>Foundation subjects</b>		
Art and design	✓	✓
Citizenship / PSHE	✓	✓
Computing	✓	✓
Design and technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

### Badbury Parks' Philosophy of Assessment

Assessment will have a purpose at every level for everyone involved:

- Pupils will be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers should be able to use formative assessments to support planning and implementation of a curriculum designed to meet the needs of learners.
- All adults within the school will be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
- School leaders will be able to use summative assessment as a tool for monitoring the progress and attainment, individual and groups of pupils make, to ensure Badbury park is helping all pupils achieve their potential.
- Parents/carers will be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use the data to ensure the school is supporting pupils learning effectively.

This assessment system has been developed carefully to meet DfE guidance, the new primary curriculum and assessments that are now in place.

To ensure the new school and our current schools are consistent in their approach to assessment and target setting we will continue with our joint training days that we already have in place through the Blue Kite Trust. These training days will allow for any training, updates and discussions needed to take place. We will also be able to track assessment through Target Tracker which has a Multi Academy function where



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

assessment and progress for each school can be looked at both individually and as a whole Trust.

This function will also allow for joint training to be planned in advance where weaker learning areas can be focussed on together and strengths can be shared. As all schools are in local proximity of each other this allows for festivals to be set up to aid extra learning, such as a maths problem solving day across the trust.

### Behaviour

The Blue Kite Trust is committed to providing an education for all pupils through a variety of access strategies including appropriate differentiation, setting and the provision of resources and facilities as necessary. Being part of the trust resources will be able to be shared between schools, enriching the curriculum for all. With one of the trust school's having a specialised unit for behaviour and learning attached to it, knowledge and resources really can be built upon with the sharing of both knowledge and skills of the adults currently working there. *'Pupils are very keen to learn. They listen attentively and respond rapidly to teachers' instructions and questions. They take great pride in their work and collaborate well with other pupils when asked to. They are polite, courteous and have good manners.'* Ofsted 2014.

All schools will work towards the same values so although rewards systems can be relevant to each particular school the values and ethos is non-negotiable. *'Pupils want to do well and please their teachers and this contributes greatly to their good achievement. They play an active role in school and enjoy taking responsibility, for example, belonging to the school council.'* Ofsted 2014.

The monitoring of behaviour will at first instance belong to the Headteacher of Badbury Park. They will be guided by the Trust's ethos through joint discussions with the senior management teams within the Trust. To support the implementation of assessment, target setting and behaviour there will be regular senior management meetings held jointly for all schools within the Trust. This will allow for clear lines of communication and a shared thinking to allow all schools to work effectively and efficiently together within the trust and ensure a strong start for Badbury Park. As the teaching staff will be minimal at the beginning of Badbury Park they will be invited to join the Early Years team at Ferndale for their meetings allowing for a greater sharing of ideas and a deeper depth of knowledge. *'Teachers have more regular opportunities to work alongside teachers from Ferndale Primary School to observe, and learn from, effective practice. Teachers indicate that this helps them to reflect on their own teaching: they acknowledge that their teaching has improved.'* [REDACTED] March 2015 Special Measures monitoring Inspection of Ruskin Junior School.

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

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

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

***‘Aspirational leaders and managers, including governors, have ensured the school has made rapid progress since its previous inspection.’ Ofsted 2014***

Badbury Park will plan to open in September 2018 and will consist of a Site Head (supported by an Executive Head), a nursery teacher and a reception teacher in its first year, one of whom will be one of the current teachers, from Ferndale. She will teach and manage our Nursery having overseen the opening and very successful running of Ferndale’s nursery in 2015. The school’s leadership team would then grow in line and in balance with the growth of pupils and further staff. When full in 2024, Badbury Park’s leadership team will be made up of the Executive Head together with the Site Head and the Assistant Head who will be responsible for day-to-day management of the school as well as being accountable for pupil progress and assessment. In addition there will be a SENCO plus the subject Co-ordinators for English and Maths. The Head or Assistant Head will be required to act as Special Needs Co-ordinator for the first three years as the number of children increases. There should only be a relatively small number of SEN children as we approach 100 pupils. After this, in the third year a teacher will be recruited with appropriate SEN qualifications.

**Teaching Staff**

In the first three years the school will grow from two to five class teachers plus the same teaching assistants, gradually building in numbers to eight class teachers, plus eight support staff and eight Early Years’ Practitioners in the Nursery with a full pupil roll in 2024. There would also be a PPA teacher employed in the third year (on a part-time basis initially) to deliver high quality release cover, including release time for the Assistant Head (1/2 day) and appropriate NQT cover as necessary. We would use the expertise of Ferndale and Ruskin schools, as well as the capacity centrally within the Blue Kite Trust to support Badbury Park with their PE, Music and MFL delivery.

The Education Plan consists of delivery of a broad and balanced National Curriculum, and the growth in staff numbers over time will allow for effective coverage of all subjects. Through the proposed staffing structure, opportunities have been created to differentiate and personalise to achieve maximum progress for all pupils at all abilities, using teaching assistants to both support in class, and deliver effective intervention teaching programmes. Specialist staff will be employed if required to support children with specific literacy support, such as those children in Early Years who require more reading catch-up and phonic input, or have EAL and also those children who might have diagnoses of dyslexia.

The Beehive ASC unit at Ruskin will be able to provide outreach and support for individuals as it is needed. Ferndale’s Inclusion Team will be able to provide extra support and advice to Badbury for Safeguarding and nurture.

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

#### **Premises and Administration Staff**

The premises and administration team will grow in line with pupil numbers, and is essential to being able to offer a highly organised and efficient infrastructure. From current experience, a school can only offer a wide range of additional services, breakfast and after school care, a broad range of after school clubs, music and drama lessons, if there is the administrative and ICT support to cater for them. Equally, a school environment requires constant maintenance of its fabric, and using our Trust premises staff who are made available to individual school sites as required. This will allow the school building to deliver an optimum working environment. The Blue Kite Academy Trust has extensive experience of both premises maintenance, refurbishment and major capital projects. A Premises Assistant will be made available to Badbury Park and be supported by our experienced [REDACTED] who works across the Trust. Similarly, our Trust [REDACTED] and [REDACTED] will also support Badbury Park and emulating our other schools, 2 part time admin assistants handling Pupil Services will be based in the school itself. Other admin tasks such as HR and finance will be shared across the MAT.

#### **Remaining financially viable, with sufficient reserves, to operate successfully**

Further benefits of setting up a school with support of our MAT allows us to have a different staffing structure to a stand-alone school. We have approached the structure by ensuring that wherever possible we can use existing Trust staff to support the new school until it has enough children to become financially viable on its own.

The Head will be a 'Site Head' and will be supported by an [REDACTED] from the trust and we have set the Leadership scale from L11.

The teacher moving over from Ferndale would be at the lowest end of the leadership scale when she becomes an Assistant Head and would be supported by our Head of Teaching and Learning who is an experienced Deputy Head. She wouldn't move into the role until the third year of the school, when there will sufficient children to warrant an increase in leadership.

The Site Head will be SENCO for first three years and in addition the Assistant head (to be) has SEN experience within the early year's context. They would also be supported by the ASC lead at Ruskin SRP.

As the main business functions of the school will be handled by the Trust, there is no requirement for a School Business Manager. Any further business functions, including setting up office infrastructure, will be handled by our [REDACTED] and our [REDACTED]. This allows us to employ two part-time Admin Assistants to handle pupil services and day-to-day support.

No need for a Site Manager – managed by the Trust's flexible Premises team and Facilities Manager.

Although the new school will have its own kitchen, in the first few years school meals would not provide enough revenue to sustain a fully functioning kitchen and the required staff. To offset

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

this, Ferndale will provide the required meals and send them over using our premises team attached to Badbury in our mini bus.

We have also completed the template as part of our budgeting planning process which demonstrates the financial viability over time. We have used this template to ensure that staffing costs do not rise above 70%, that the full range of staff required to deliver the curriculum and meet the school’s needs is not only possible but it will leave the school with sufficient funds to deliver a fully enriched curriculum and environment. The financial model includes a 5% contribution to cover the full range of centralised MAT services on offer. The table below shows the year on year reserves which demonstrates enough contingency to account for less than maximum pupil numbers.

2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025	2025 / 2026
██████	██████	██████	██████	██████	██████	██████	██████

We can also demonstrate a budget model that is viable and supports a staffing structure for a two form entry school, should the demand for places warrant it. The anticipated reserves are shown below. These figures are based on full capacity in each year group as the school grows.

2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025	2025 / 2026
██████	██████	██████	██████	██████	██████	██████	██████

Having given consideration to the fact that the school may not reach full capacity, we have created contingency plans based on a 70% pupil intake. The financial plan remains viable through reduced staff and increased teaching time for the Site Headteacher during the first four years of the school.

**Recruitment**

Prior to September 2018 (from January 2018 onwards) the following recruitment will occur with advertisements appearing in the Times Educational Supplement and on Eteach as appropriate: Site Head (starting April 2018), who will then together with the Executive Head and the Early Years/class teacher (who is an existing member of Ferndale’s staff), will be part of the recruitment process for, 1 further class teacher (Reception), 2 teaching assistants and 8 Early Years Practitioners (depending on nursery pupil numbers) 2 part-time administrative officers. We will also require 2 MDSAs to help supervise the children as well as serve food. A recruitment panel will be put together made up of members of the Trust leadership team and Director(s) of the Board, including those with Safer Recruitment Training and personnel experience.

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

2018 admissions to the school will be handled by Blue Kite Academy's [REDACTED] in conjunction with the experienced admissions team at Ferndale who work closely with the Local Authority.

#### **How will staff be trained, appraised and rewarded?**

All teaching staff will be paid in line with the Blue Kite Trust's Pay and Appraisal Policy. This policy rewards staff according to appraisal data collected during the course of the year. During the first three years of a teacher's career, they are expected to focus on developing outstanding practice in the classroom; in their second year they are expected to lead a curriculum area as part of developing middle management skills; the next stage of their career is to progress to the leadership scale when they are appointed to senior positions involving leading others. The Pay and Appraisal Policy also enshrines ongoing Continuous Professional Development as an expected part of staff development.

The CPD will be sourced from a variety of providers, in house and also from external providers and organised by the Trusts' Head of Teaching & Learning. We also anticipate working with providers from the Local Authority as well as the Teaching School for extra external support. Teacher Appraisal is intrinsically linked to the School Development Plan as well as personal development targets for each teacher. All teachers will be required to undertake actions within each of the criteria, with supporting evidence, that demonstrate they are meeting the Teachers' Standards (at the right level for their job description) and which leads to an Ofsted judgement for the school of 'Outstanding.' CPD will also be linked to Performance Management for support staff which will also follow the national standards set, where appropriate and follow the Blue Kite's appraisal and professional development policies.

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

SCHOOL GROWTH PHASED OVER TIME 

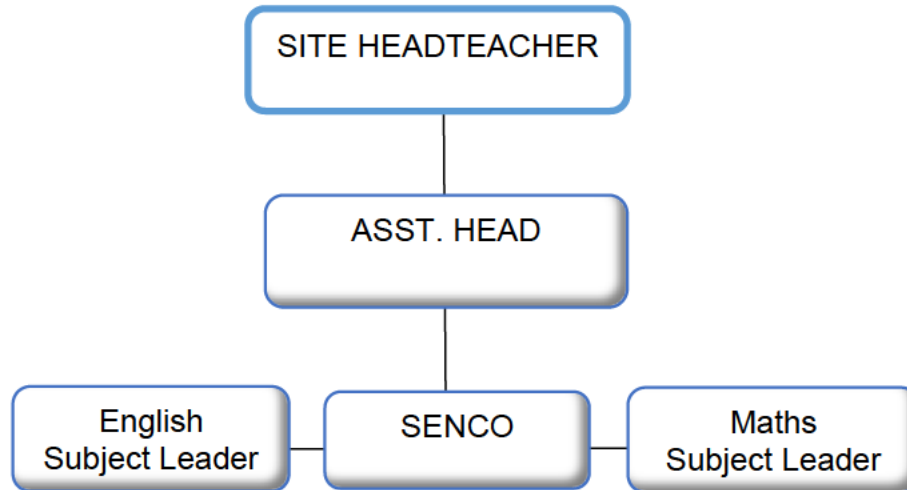
Year	2018	2019	2020	2021	2022	2023	2024
Classes	N, R	N, R, Y1	N, R, Y1, Y2	N, R, Y1, Y2, Y3	N, R, KS1, Y3, Y4	N, R, KS1, Y3, Y5	N, R, KS1, Y3, Y4, Y5, Y6
No. of classes	3 (2 nursery, 1 R)	4	5	6	7	8	9
Total pupil numbers	78	108	138	168	198	228	258
Pupil number Nursery minus nursery	30	60	90	120	150	180	210
<b>Level of staffing</b>							
Leadership team + 1 class and a nursery (3 yr old and 4 yr old)	1x Executive Head  Head Teacher  Trust Business Manager (shared across Trust)	1x Executive Head  Head Teacher  Trust Business Manager (shared across Trust)	1x Executive Head  Head Teacher  1 Asst. Head  Trust Business Manager (shared across Trust)	1x Executive Head  Head Teacher  1 Asst. Head  Trust Business Manager (shared across Trust)	1x Executive Head  Head Teacher  1 Asst. Head  Trust Business Manager (shared across Trust)	1x Executive Head  Head Teacher  1 Asst. Head  Trust Business Manager (shared across Trust)	1x Executive Head  Head Teacher  1 Asst. Head  Trust Business Manager (shared across Trust)
Teachers	2 Teacher	3 Teacher	4 Teacher (Assistant)	5 Teacher (Assistant Head)	6 Teacher (Assistant Head)	7 Teacher (Assistant Head)	8 Teacher (Assistant Head)
PPA teacher	Covered by head	Covered by head	Part time PPA teacher employed – 2 days 1 day covered by head	Part time PPA teacher employed – 2 days 1 day covered by head	Part time PPA teacher employed – 3 days 1 day covered by head	Part time PPA teacher employed – 3 days 1 day covered by head	Part time PPA teacher employed – 3 days 1 day covered by head

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

Teaching Assistants	1 Reception TA 8 Early Years Practitioners	2 Class TA 8 Early Years Practitioners	3 Class TA 8 Early Years Practitioners	4 Class TA 8 Early Years Practitioners	5 Class TA 8 Early Years Practitioners	6 Class TA 8 Early Years Practitioners	7 Class TA 8 Early Years Practitioners	
MDSA	2 MDSA Including 1 member of staff to serve food.	3 MDSA	3 MDSA	4 MDSA	4 MDSA	4 MDSA	4 MDSA	
Admin and Premises	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)	2 part time office admin  1 facilities Manager (shared across the Trust)  1 part time Premises Assistant (from Trust Team)  ICT support 2 hours a week – (support team - shared across the Trust)
Cleaning Staff	1 head cleaner + 1 cleaner	1 head cleaner + 1 cleaner	1 head cleaner + 1 cleaner	1 head cleaner + 2 cleaners	1 head cleaner + 2 cleaners	1 head cleaner + 2 cleaners	1 head cleaner + 3 cleaners	

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

**Organogram showing final senior management team, once school reaches full staffing compliment.**



**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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.



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

Our aim for Badbury Park Primary is to value the individuality of all of its children. The Blue Kite are committed to giving each child at its schools every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to shine. Badbury Park, like the schools within the Blue Kite trust, aims to be an inclusive school. This means that equality of opportunity must be a reality for all our children. We will make this a reality through the attention we pay to the different groups of children within our school: girls and boys, minority ethnic and faith groups, children who need support to learn English as an additional language, children with Special Educational needs and Disabilities, gifted and talented children and any children who are at risk of disaffection or exclusion. The National Curriculum will be our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. Badbury Park will do this through: setting suitable learning challenges, responding to children's diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils, providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, a commitment to the 'Every Child Matters' agenda and commitment to the 'Extended Schools' provision. 'It would be lovely to have a school which really is at the heart of the local community.' ██████████ September 2016

Badbury Park will achieve educational inclusion by continually reviewing what they do, both as a school and within the trust, through asking key questions which are already in place at the Blue Kite Trust: Do all our children achieve as much as they can? Are there differences in the achievement of different groups of children? What are we doing for those children who we know are not achieving their best? Are our actions effective? Are we successful in promoting racial harmony in preparing pupils to live in a diverse society? Do we provide every opportunity for all our pupils to have a participatory role in every aspect of their school life? '*Staff commitment and care also ensure that disabled pupils progress and those who have special educational needs, pupils from minority ethnic backgrounds and pupils new to learning English are supported effectively and progress well.*' Ofsted 2014

The Blue Kite Trust aims to give all children at Badbury Park Primary School the opportunity to succeed and reach the highest level of personal achievement and citizenship. The attainment of different groups of pupils will be analysed to ensure that all pupils are achieving to their potential. Teachers will be made familiar with the relevant equal opportunities legislation covering race, gender and disability, this will be done by sharing the expertise of inclusion staff already employed by the Blue Kite Trust. Teachers will ensure that all children: feel secure and know that their contributions are valued, appreciate and value the differences they see in others, take responsibility for their own actions, are taught in groupings that allow them all to experience success, use materials that reflect a range of social and cultural backgrounds without stereotyping, have a common curriculum experience that allows for a range of different learning styles, have challenging targets that enable them to succeed and are encouraged to participate fully regardless of background, faith and/or world view.

The Blue Kite Trust encourages all pupils, within all of its schools, to develop their understanding of the four key areas defined by DfE as British Values, through the curriculum, extracurricular and other opportunities. The Blue Kite Trust ensures that through its vision, values, relationships and teaching it promotes tolerance and respect for all cultures, faiths and lifestyles. The Governors of each school also ensure that this

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

ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare.

Badbury Park Primary will not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. *'Pupils have a good understanding of the different types of bullying, including cyber-bullying'* Ofsted 2014. Having won the BIG (Bullying Intervention Group) Award which is given for excellence in bullying intervention, shows the Blue Kite Trust has expertise and knowledge which can be called upon when setting up and maintaining good behaviour and respect towards each other. The intervention team across the Blue Kite Trust will also be able to put into place the training that has already been carried out at both Ferndale and Ruskin on Prevent, so all staff will be fully aware and up-to-date on this.

The curriculums within the Blue Kite Trust schools actively promotes these fundamental British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance. Badbury Park Primary will be committed to ensuring that all of its pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the Trusts' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Ways in which the Blue Kite Trust already actively promote democracy through British Values and therefore will be carried into Badbury Park Primary are: Formulate and agree a set of 'class rules' at the beginning of each school year, elect class representatives to the school council, have a school council who meet regularly and provide a 'pupil voice', allow the children's voice to be heard, ask children to support the interviewing process for new staff, discuss democracy within assemblies, carry out debates in assembly to encourage free speech and allow children to listen to and consider others points of view

Ways in which the Blue Kite Trust already actively promote the rule of law through British Values and therefore will be carried into Badbury Park Primary are: have a clear, consistent behaviour policy (based upon positive rewards) which is consistently applied throughout the school, elect peer mediators to help children to reflect on and find solutions to problems, provide opportunities for children to reflect about positive and negative behaviour, have regular visits from our Police Community Support Officer, address issues of law during whole-school assemblies as and when appropriate, give considerable time to individual pupils who require additional opportunities to understand the importance of following rules, encourage visits from external agencies to talk to the children in school and elect playground pals to encourage fair play in KS1 and KS2 playgrounds.

Ways in which the Blue Kite Trust already actively promote individual liberty through British Values and therefore will be carried into Badbury Park Primary are: pupils are actively encouraged to make choices at school, knowing that they are living within a safe and supportive environment, pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, pupils are given important roles in school, such as playground pals, peer mediators and young ambassadors and children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning.

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

Ways in which the Blue Kite Trust already actively promote justice and fairness and mutual respect through British Values and therefore will be carried into Badbury Park Primary are: pupils are taught how to be safe and how to act safely, the promotion of positive relationships, the modelling of positive relationships by all adults working in school, the RE and SMSC curriculum which teaches that behaviour has an effect upon those around them and upon their own rights, our Values' assemblies when all pupils show respect for the efforts of others, participation in events organised to raise money for various charities and learning to get along with their peers on educational residential visits. *'They are also taught extremely well about how to look after themselves out of school, particularly with regard to road and fire safety and when using the internet.'* Ofsted 2014.

Both Ruskin and Ferndale follow the Jigsaw scheme of work to deliver PSHE and SRE. This scheme will be also used at Badbury Park to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Parent meetings will be held to inform parents of all SRE teaching and the option to opt out of these lessons will be given. Pupils will be encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They will learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Blue Kite Trust also realises the potential of the [REDACTED], right on the school's doorstep, as a teaching resource, not just for geography but also across the curriculum. Therefore, enhancing the opportunities and ways of learning, building friendships and communicating with each other, regardless of faith and or beliefs. *'Play in a diverse natural environment reduces or eliminates bullying'* [REDACTED] 2003. This includes the addition of a Forest School, using a stretch of woodland at the back of the school's grounds to enrich this culture. Every child will have the forest school experience; this improves their confidence, self-esteem, collaborative and enquiry skills. This has already been successfully put in place at both Ferndale and Ruskin. *'Children who play in nature have more positive feelings about each other'* [REDACTED] 1996. A short walk from the school is the [REDACTED], based on Swindon's most famous author. Badbury Park curriculum will have elements from his writing woven through it and hope our children will be inspired by the same surroundings he was. The children will also be able to enjoy frequent visits to his 'hidden farmhouse' on the edge of the park. *'Natural environments stimulate social interaction between children'* [REDACTED]. 2002.

Religious Education is provided in accordance with the Swindon Agreed Syllabus (SACRE). Pupils learn about the key features of Christianity and other main religions. The children are taught to use specific skills such as philosophical enquiry and reflection when responding to religious and moral issues. We are keen to help our pupils develop tolerance, respect and appreciation for the feelings and views of others. Visitors are invited into the school to share with our pupils the beliefs and customs they hold and practice.

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

There will be a daily act of collective worship either as a whole school or in smaller groups. It is of a broadly Christian nature. Parents may, if they wish, request that their child be withdrawn from collective worship or religious education. Requests should be made in writing to the Headteacher.



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

process. In Swindon there are two cases that the Council believe should be developed as a 1FE schools and the potential applications submitted in wave 12 could be supported.

### **Why propose a 1 FE school?**

The LA pupil methodology forecasts the development to generate 0.98FE of pupils, therefore, the housing developer has been planned to contain a 1FE school with a nursery. The planning for education provision at Badbury Park was undertaken during the early stages of the Academies Act 2010, when there were no concerns over 1FE provision. The plan with the 1FE school included was granted by the planning inspector on behalf of the Secretary of State. The case for school places does not, at this time, support a larger school without impact on numbers in surrounding schools and difficulty travelling as a result of the enclosed nature of the development if the school is popular. However, just before the application was due to be submitted, it has come to light that further planning applications are now in progress and if successful would mean that a full 2 FE primary school would be justified.

As The LA has had to accept the need for a 1FE provision in this development, and as it has also been agreed by Cabinet, we request that the RSC give consideration to a 1FE school in this case as an exceptional circumstance.

### **Why not expand other local schools by 1 FE instead?**

The other local primary schools are expanding to meet the increase in housing pressures in other areas. The nearest school, Lawn primary will expand to a 3 FE school, Liden primary has a special school on site and which has been expanding and has now reached the limit of that site. Chiseldon and Eldene are geographically too far away and have increased their nursery provision in recent years limiting any further expansion.

After liaising between the LA and the developers we believe they would be interested in supporting the build of the new school which would offer and estimated ██████████ in Section 106 money contributed towards the school.

As the proposed building site has some difficulties e.g. a slope down between the main entrance and the rest of the area, a proposed plan already exists, drawn up by the LA which fits the area perfectly and draws upon its difficulties and turns them into strengths, for example, an underground car park and covered play areas to take account of the downward slope.

### **Nursery**

From recent Local Authority data we know that there is a significant lack of early year's provision within the proposed new school's local vicinity, and there is currently insufficient places for 2, 3 and 4 year olds. With the proposed new housing development and the government's 30 hours of free early education agenda, from September 2017 there will be an increased demand for nursery places and it is predicted there will be a shortfall of forty three, 3 and 4 year old places and twenty six 2 year old places just within a 2 mile radius of the area (Swindon Borough Council, 2016). We are proposing to open a 48 place nursery, offering twenty four 3 and 4 year places and twenty four 2 year old places, demonstrating that demand for our nursery exceeds 100% of the places we could offer.

Swindon's population is set to increase by 14% by 2021, faster than the national average; and the council are predicting that Swindon will have a boom in the birth rates between 2016-2022 as there is expected to be more than 3200 births. As a result, the Local Authority recommends that 'additional places need to be created to meet this increased demand', and states that 'the creation of maintained nursery provision is essential, for both 3 and 4 year olds and 2 year old funded children, as part of the proposed free school within the Badbury Park development.' If the demand remains as high as expected, we may also look to increase the number of places we can offer.

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

The [REDACTED] noted in his 2012-2013 annual report that, 'Government should promote the expansion of nursery schools into those local areas where they are not currently present – in particular disadvantaged areas – to raise quality and improvement outcomes both through direct provision of places, and system leadership of the local early years sector.' The Government are encouraging more primary schools to take nursery children by supporting maintained nursery schools and recognises their 'well-deserved reputation for providing high quality early years education and childcare,' (Early Years National Funding Formula Consultation, 2016). In order to implement 30 hours of free childcare, the Government need early years providers to deliver enough free childcare places to meet the needs of the nearly 400,000 families who will be eligible from September 2017. (Early Years National Funding Formula Consultation, 2016). However, the Pre-School Learning Alliance (2016) has very recently published the shocking news that the number of childcare providers closing down has nearly doubled in one year, consequently leading to the Government requiring either new provision to open or providers to expand in order to meet this demand.

Our new nursery would complement this government drive and be able to offer more flexible and extended-hours places just as they are needed from September 2017, ensuring children benefit from improved early years provision. We would offer nursery provision which exceeds any local authority free entitlement, demonstrating our aim to meet the needs of the local community by providing other services for children and families as well as providing early education. As Swindon are currently piloting the 30 hours project we know that the flexibility of childcare required by parents, particularly those working shifts such as those parents working at the [REDACTED], is crucial to assist parents returning to work or working additional hours. We would continue to work closely with these parents, due to the very close proximity of the hospital to our school, as well as working with other large employers in the Swindon area. By offering parents the flexibility needed, we would be offering seamless childcare options, thus demonstrating how the government commitment will have a positive impact on providers in assisting the needs of local families. The extended hours provision will also reflect the benefits to the child, their parents, the family and the school as there would be consistency across the full nursery day and the child's pattern of attendance. Evidence shows that starting younger, in high quality teacher-led provision can have a real and lasting impact on children's development and life chances (DfE, 2015); therefore we would become a beacon of high quality and the leading drive for improving practice across the local early years sector.

### Badbury Park – Early Years Requirements

There is an ongoing need to ensure sufficient early years provision within Swindon's Central and South Sectors to meet the demand of new births (Table 1)

Table 1: Early Years Requirements – Birth data; 2 mile radius Badbury Park Development

	3 & 4 year old funding 16/17	2 Year Old Funding Entitlement
September 2016	293	60
September 2017	262	58

From September 2017 this need will further increase due to the Department for Education's announcement to offer working families 30 hours of free childcare per week for their 3 and 4 year olds, effectively doubling the entitlement for 30% of the families. The [REDACTED] will put further pressure on places in the area (Table 2)

Table 2: Early Years Requirements: New Houses

Location	Housing Numbers	3 year old funding places required – new houses	4 year old funded spaces required – new houses	Estimate number of 30 hour 3 and 4 year old places required	3 and 4 year old 15 hour spaces required	2 year old funded spaces required
	890	29	14	13	30	12
Methodology		Number of houses x 0.231/7	(Number of houses x 0.231/7) x 0.59	Total 3 and year olds x 0.30* –	Total number of space required - estimated 30 hour spaces required	Number of houses x (0.231/7) x 0.40 - % eligible for 2YOF

\*30% eligibility based on DfE estimation of 1400 eligible families – data supplied for capital bid  
 There is limited existing early years provision within a 2 mile radius of the proposed development (Table 3) To note: Childminders have not been accounted for within this.

Table 3: Current Early Years Provision within 2 miles of Badbury Park Development.

Name of Provider (within 2 mile radius)	Type of Provider	Proximity to Development	Total 3 and 4 year old capacity (15 hour places)	Total 2 year old capacity (15 hour places)
Co-operative Childcare – Great Western Hospital	PVI Day Nursery	0.6 mile	52	4
Liden Primary School	Maintained Nursery Class	1.5 mile	50	24
Lawn Preschool	Committee Run Preschool	1.7 miles	68	0
Eldene Primary School	Maintained Nursery Class	2.0 miles	52	0
Eldene Preschool	Committee Run Preschool	2.0 miles	50	18
Total	-	-	272	46



Table 4 demonstrates the shortfall of places for 3 and 4 year olds, taking into account the current insufficiency of places, the increased demand on places as a result of the new 30 hour policy from September 2017 and the new proposed housing development;

Table 4: 3 and 4 year old funding shortfall of places

	Current Demand (15 hour places)	Current Number of 15 hour places	Current Shortfall/Surplus of Places	Demand – New Housing Developments (15 hours)	Total Shortfall: Current and New Housing (15 hours)	Total Shortfall (15 hour places) including 30 hours entitlement
September 2016	292	272	Shortfall = 20	43	63	-
September 2017	262	272	Surplus = 10	43	33	43
Methodology	Total 3&4 year old funded children – as per Table 1.	Total 3&4 year old places – as per Table 3.	Number of children – number of places	Total number of new places needed – as per Table 2.	Current shortfall + new housing development demand	Total shortfall 15 hours x 1.03 (30% ent. 30 hours)

Table 5 demonstrates the shortfall of 2 year old places, taking into account the current insufficiency of places and the increased demand on places as a result of the proposed new housing development.

Table 5: 2 year old funding shortfall of places.

	Current Shortfall 2 year old funded places (15 hour places)	Anticipated Shortfall 2 year old funded places– New Housing Developments (15 hour places)	Total Shortfall 2 year old funded places (15 hour places)
Total	14	12	26
Methodology	Total 2 year olds estimated eligible – Total number of places	Total 2 year old places estimated due to housing developments	Current shortfall + Anticipated shortfall (new housing developments)

There is a significant lack of early years' provision within a 2 mile radius of the proposed housing development. Therefore, additional places need to be created to meet increased demand. The [redacted] noted in his 2012-2013 annual report that 'Government should promote the expansion of nursery schools into those local areas where they are not currently present – in particular disadvantaged areas – to raise quality and improvement outcomes both through direct provision of places, and system leadership of the local early years sector.'

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

The creation of maintained nursery provision is essential, for both 3 and 4 year olds and 2 year old funded children, as part of the proposed free school within the [REDACTED].

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

We have done this through:

We created 500 colour A5 flyers, and 20 A4 posters. As the housing estate is still being built, we spoke with the developers and they agreed to place our leaflets in the packs for prospective new home-owners as well as displaying them in the show homes themselves. Leaflets were also distributed to all the houses which have been built in the area as well as the hospital which is one of the largest employers in Swindon and very local to the site. We also displayed flyers in local businesses. A reproduction of the advert and flyer used is given below.

We have engaged with the Local Resident's Association and furthermore, we invited its members as well as the local ward councillors for a tour around the Trusts existing schools.



A twitter account was created for the new school:

@badburypark and within the first few days we had 60 followers. A website for the school was created to give any prospective parents information on the new school, to share the vision and answer any questions that they may have. The website contained the following information: Welcome, vision, curriculum and Frequently Asked /questions which are detailed below:

### ***What is a free school?***

A Free School is an all-ability, state-funded school set up in response to parental demand. They can be set up by a wide range of proposers including charities, universities, businesses, educational groups, teachers and groups of parents. The Free School Initiative was launched in June 2010 with the first Free Schools opening in September 2011. Once established, a free school becomes an 'Academy'.

### ***Where will the school be located?***

The preferred location for the Free School is at the heart of the new [REDACTED] adjacent to [REDACTED]. Swindon Borough Council has already earmarked a site for a school and Section 106 funding has already been agreed for the development for 870 homes.

### ***When will the School be open?***

We plan to admit our first cohort of Reception/Early Years children in September 2018 and the school will grow each year with Reception children admitted each year.

### ***How long with the School day be?***

A Before School Club will run between 7:30am and 8.30am. Doors to the school will open to parents at 8:30 and Registration will commence at 8.45am. School will finish at 3.15pm with after school club running until 6pm.

### ***Will the school be inclusive of all faiths and promote British Values?***

The school will be welcoming to pupils of all faiths/world views and none. 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 school will follow the Jigsaw scheme for PSHE, and will ensure that all staff adhere to the Prevent duty (through regular training) and have appropriate policies on safeguarding and welfare. 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.

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

### Are free schools selective?

No. Free schools have to follow the admissions code like all state-funded schools.

### How can I apply for a place?

Details of the admissions procedure will be made available on this website. Admissions will not open for some time so we advise all parents to register their interest to hear all our latest news.

### How Can Parents Get Involved?

There are several ways in which parents can become involved in our school. Firstly, the school will set up a local governing body which acts as a link between the school and its community and works with the leadership team focusing on the wellbeing of staff and pupils and education standards and progress. The terms of reference for these remits are detailed below. As well as this, each school will receive a delegated budget which is devolved from the Trust bank account. Governors will be expected to monitor the effectiveness of the spending in each school to ensure maximum impact and value for money. This includes the use of Pupil Premium and PE premium funding.

Secondly, the school will need to quickly establish a Parent Teacher Association or PTA. The PTA Committee works closely with the staff to organise fundraising and social activities as well as community events in support of the school. It is made up of a team of volunteers including: a [REDACTED] and [REDACTED] as well as other supporting members.

An online survey was put in place asking key questions about the school and also giving us a clearer idea of current need, expectations and demographics. It also had a section for parents to indicate whether they wish to be involved in some capacity.

Table: Results from online survey

Survey Question	Very important	Quite important	Unimportant	Very unimportant
Experience with primary schools?	91%	9%	0%	0%
Proven record of providing excellent standards of primary education	91%	9%	0%	0%
An innovative primary curriculum	74%	26%	0%	0%
A school that is at the heart of the community with out of hours provision for the children, parents and residents	74%	18%	4%	4%
Links and partnerships with other local schools	39%	48%	9%	4%
An attached nursery provision	52%	39%	4%	4%
Offer extended hours provision before and after school in term times	57%	35%	4%	4%
Offer provision outside of term time e.g. holidays	30%	48%	17%	4%
Provide a range of quality extra-curricular activities	52%	44%	4%	0%
Make use of the outdoor environment including local facilities	78%	22%	0%	0%
Would you be interested in being involved in the school community e.g. governor?	56% yes	44% no		

81% of the responses came from Badbury Park residents.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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	████████████████████	████████████████████ ████████████████████	20
██████████████████	██████████	Yes	██████████████████	██ ██	20
██████████ ██████████	██████████	Yes	██████████████████ ██████████	████████████████████ ████████████████████	20
██████████ ██████████	██████████	Yes	██████████████████	██ ████████████████████	10
██████████████████	██████████	Yes	██████████████████	████████████████████ ████████████████████	10
██████████████████	██████████	Yes	██████████████████	████████████████████	10
██████████████████	██████████	Yes	████████████████████	██ ██	5
██████████████████ ██████████	██████████	Yes	████████████████████	████████████████████ ████████████████████	As req.
██████████████████	██████████	Yes	██████████████████	████████████████████;	As req.

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

### **Capacity and Capability to set up a school**

The Blue Kite Academy Trust currently has 8 Directors, all of whom were appointed by the Trust. Responsibility for setting up the new school rests with the core group (see table below), which has delegated duties from the MAT Directors. The group is the body which has driven the development and submission of this application. Our proposals for pre-opening have grown out of our current form, membership and ways of working, as well as recognition of the specific nature of the demands during the preopening phase.

### **Leadership of the group**

We will use our pre-opening grant to procure any specific consultancy services required.

During our time working with both Ferndale Primary and Ruskin Junior, as a team we have had to re-write and create new policies and procedures in every aspect of school life. We have managed significant building works, with multiple projects on multiple sites simultaneously and have had to tackle every and all premises issues that could arise in a primary school. Essentially we have built new schools inside the existing ones. As a result of this experience, many of our practices, both educational, premises and health and safety have been hailed as models of good practice. With this strong track record we believe that the core group has the skills and capacity to undertake the required work to successfully open the new school. Our [REDACTED] [REDACTED] was part of the leadership team who set up Oakhurst Primary school several years ago moving from mobile units into the main building. She also oversaw the creation and delivery of the curriculum and helped lead that to the successful school it is today.

During its last inspection Ferndale Primary had 18 lesson observations, 12 of which were graded outstanding by Ofsted. There is exemplary teaching throughout much of the school and our nursery, which was opened in 2015 received an award for the support it has given to other nurseries. During 2015 we had 3 NQT's all of whom have become to become outstanding teachers themselves due to the culture and expectations surrounding them. We feel that this amount of skill and expertise puts us in the perfect place to not only plan and open a brand new setting but to also staff it effectively in a way that continues the high standards set at Ferndale primary.

Responsibility	Key Tasks
[REDACTED]	Comprehensive planning of the operation of the school in order to ensure the delivery of high-quality education from the 'first day of school', including formulation of key policies and operational plans for delivery of the curriculum



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

██████████ ██████████ ████	Recruitment of key staff, and establishment of the associated personnel processes and policies, including remuneration;
██████████ ██████████	Financial planning for the school's operation, and financial management of the preopening phase.
██████████ ████	Securing appropriate school premises, and the ensuing legal negotiation and agreements (in conjunction with the EFA);
██████████	Promotion and marketing of the school to prospective parents;
██████████	Education – setting the curriculum plan
██████████	Financial procedures – lead and the MAT Director of Operations;
██████████ ██████████	Community Engagement – managing the survey; managing the website, arranging engagement events
██████████ ██████████ ██████████	Premises, working with contractors and developers; ensuring that the building and any procedures put in place adhere to health and safety protocols.
██████████ ██████████ ██████████ ██████████	HR (to ensure we have the right employment policies and procedures in place)
Additionally, we will have leads for the following areas, which will require less regular input:	
██████████ ████	Governance and admissions  Progressive recruitment of additional governors, in order bring the Governing Body to its full complement.
██████████ ██████████ ██████████ ██████████	ICT – infrastructure and procurement of equipment
██████████	Office Administration and Marketing

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

We have matched the amount of resource in each sub-group to the scale of the task, with some members of the group performing more than one role. We believe that the current operating model of our core group is fit for the pre-opening phase. We will hold a bi-weekly meeting of the whole group, which is chaired and minuted, and will reports from the sub-group leads. Between meetings, the leads will liaise with their sub-groups to work on their respective areas of responsibility. Elements of the project plan that do not fall neatly into one area of responsibility will be delegated to named members.

### Site Headteacher Recruitment

We do not currently have a Site Headteacher for Badbury Park. The recruitment process, including a timeline is detailed below.

Timeline for Recruitment	
Date	Action
April 2017	Job description and personal specification written based on current headteacher roles at Ruskin and Ferndale.
May 2017	Create job advert and recruitment pack giving details of the role and of the planned new school development. This will designed to attract the best candidates for the job
September 2017	Publish job adverts on Eteach and TES – out for a month. Arrange interview dates
October 2017	Interviews held  2 days inclusive of meeting staff, learning walks, in-tray exercise – including data analysis, take an assembly, school council interview and finally a formal interview with members of the Trust Board and the CEO.
October 2017	Successful candidate informed, offer letters sent out
April 2018	Candidate begins role

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Site Headteacher	School Staff – supported by the preopening grant	A Site Headteacher will be recruited during Autumn term 2017 ready to start in April 2018, giving 6 months before opening. Until then the [REDACTED] will begin setting up the curriculum.
Nursery Teacher	School Staff – supported by the preopening grant	Nursery Teacher coming back from sabbatical would be available to set up and run a new nursery and take a lead on Early Years.
Assistant Head	School staff – supported by the Trust	School will be supported by [REDACTED] until such time as pupil numbers allow for employing a teaching deputy head.
Chair of Governors for LGB	Governing body – supported by the Trust	Utilise an experienced governor from one of our existing LGBs for one year until Badbury Park has recruited enough local governors and has experienced to sustain itself. Another possibility is to merge with Ferndale and run alongside for the first year.  From our initial survey we already have 7 local residents who have indicated a wish to be part of the local governing body.
Clerk to Governors for LGB	Governing body - supported by the Trust	Supported by MAT admin officer until the post can be filled

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
ICT Support	Pre –opening Team - supported by the Trust / pre-opening grant	Broker support from the MATs IT support to help set up the infrastructure and to work with the Head of Teaching & Learning to ensure that it matches the needs of the curriculum.

**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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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**

### **Changes to Governance Structures**

We do not envisage the addition of the new school to incur any major structural changes to the governance of the MAT apart from the creation of a new local governing body. To do this we would utilize the experience of two of our existing governors with a wide range of experience to help support the new school as it attracts its new members. Alongside this we have already begun looking for suitable governors through our survey, where 7 potential parents have already indicated an interest. The LGB would typically have 8 members, would meet six times a year. Their main business would be:

- To ensure all students within the school have access to a high quality education provision in line with the shared mission and vision.
- To monitor the implementation of each individual school's annual Development Plan, ensuring that it is delivering against agreed strategic and local objectives; moving the school and Trust as a whole towards achieving and sustaining a regulatory judgement of outstanding in all areas.
- To ensure that the academic and well-being needs of the school's pupils are being met effectively through the design and delivery of a broad and balanced curriculum which, through use of personalised, developmental support helps to maximise each pupil's success and enjoyment.
- To ensure all pupils are safeguarded.
- To work towards the school's collective published admission number (PAN) being full.

### **Changes to Leadership**

Should the Free School bid be successful, then the Trust would have responsibility over 3 schools and at that time a Site Headteacher of Ferndale Primary would be recruited / promoted to ensure that the [REDACTED] has full time capacity to manage the Trust.

### **Managing procurement and potential conflicts of interest**

We do not foresee any potential conflicts of interest or connected party transactions in relation to the free school project. All our procedures follow a high level of public accountability and follows the Academies Financial Handbook. However should any arise we would follow our existing policies set below:

We would examine the:

Declarations of an interest – all joint trustees have declared any interest within their annual declaration of interest. In addition all trustees declare the interest at every governing board meetings where the transactions were discussed. It is a standing agenda item.

Removal from the decision making process – any connected trustees will remove themselves from meetings when discussions and decisions are being made in regards to related party transactions. This ensures that the decision making process is undertaken at arm's length.

Competitive procurement procedures followed – three written quotes (or a tendering process where appropriate) will be obtained for the supply of services. All transactions are on a non-profit basis and the procurement procedures undertaken follow the Trust's own financial regulations.

Decision making based on a value for money assessment – when assessing bids submitted, the Trust will select its preferred bidder based on the quoted cost and quality of staff available. This ensures that the Trust obtains the best possible outputs for the least cost.

It is clearly stated in our Articles, and all Trustees are aware, that they all must comply with their statutory duties as company directors. They must not receive third party benefits and declare any interests in proposed transactions or arrangements.

#### **At cost requirements**

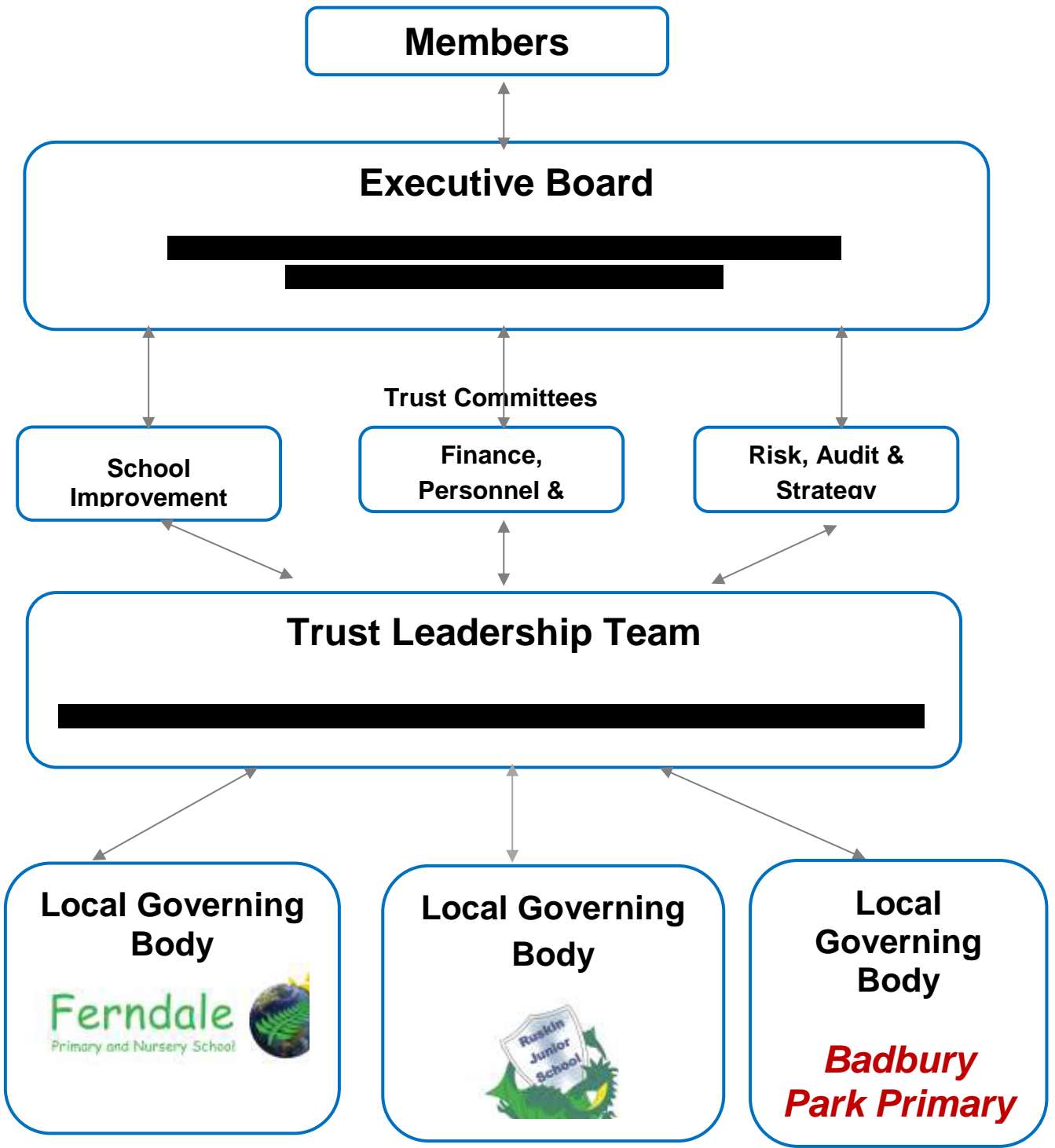
The Trustees of the Blue Kite Academy Trust understands that 'a trust **must** pay no more than 'cost' for goods or services provided to it by the following persons' ('services' do not include services provided under a contract of employment):

- Any member or trustee of the academy trust
- Any individual or organisation connected to a member or trustee of the academy trust. For these purposes the following persons are connected to a member, or trustee:
  - A relative of the member or trustee. A relative is defined as: a close member of the family, or member of the same household, who may be expected to influence, or be influenced by, the person. This includes, but is not limited to, a child, parent, spouse or civil partner
  - An individual or organisation carrying on business in partnership with the member, trustee or a relative of the member or trustee
  - a company in which a member or the relative of a member (taken separately or together), and/or a trustee or the relative of a trustee (taken separately or together), holds more than 20% of the share capital or is entitled to exercise more than 20% of the voting power at any general meeting of that company
  - An organisation which is controlled by a member or the relative of a member (acting separately or together), and/or a trustee or the relative of a trustee (acting separately or together). For these purposes an organisation is controlled by an individual or organisation if that individual or organisation is able to secure that the affairs of the body are conducted in accordance with the individual's or organisation's wishes

- Any individual or organisation that is given the right under the trust's articles of association to appoint a member or trustee of the academy trust; or any body related to such individual or organisation
- Any individual or organisation recognised by the [REDACTED] as a sponsor of the academy trust; or any body related to such individual or organisation

Currently the Blue Kite Academy Trust does not have any Members or Trustees who fall into any of the categories above, as we have taken steps, following advice from our accountants to ensure that we conform to the 'at cost requirements.'

**Academy Governance Model**





<b>Governance</b>	<b>Membership</b>	<b>Meetings</b>	<b>Responsibilities</b>	<b>Reporting</b>
Members	██████████ ██████████ ██████████	3 times a year	To appoint/remove Sponsors, Directors To sign off the financial statements and annual report To change the Articles	AGM
Executive Board of Directors	██████ ██████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	5 times a year	To ensure quality of educational provision To challenge and monitor performance To manage finances and property To manage the Headteachers and ██████ To exercise reasonable skill and care in carrying out their duties To ensure compliance with charity and company law To ensure operation in accordance with the Funding Agreement	Reports to Members at the AGM on progress for the year and to present financial statements and the annual report
School Improvement	██████████ ██████████ ██████████ ██████	3 times a year	Hold ██████ to account for outcomes for children Inclusion and Safeguarding Key priorities for School Improvement Self-Review program	Reports to Executive Board
Finance, Personnel and Resources	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████	3 times a year	To provide financial oversight To risk assess	Reports to Executive Board
Risk, Audit and Strategy	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████	3 times a year	Set and maintain the MAT vision Succession Planning Internal/external audit Controls Risk Assessment Business continuity Stakeholder engagement	Reports to Executive Board

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

## Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [\*how to apply to set up a free school guidance and the criteria for assessment\*](#) for what should be included in this section.

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

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



## Governance self-assessment

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

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



Department  
for Education

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