



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

Barton Court Academy Trust (BCAT) Free School tbc

(Application type 4)

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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. 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.

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 stating the name of the school in the subject title.

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of need	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Budget planning and affordability	x	<input type="checkbox"/>
Section H: Premises	x	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X	<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?	x	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

Why Barton Court Academy Trust (BCAT) should provide this new Free School?

BCAT is committed to providing the highest standards in education provision based on high aspirations, innovatory and engaging pedagogy; a whole school approach to developing the cognitive abilities of learners and the dispositions to learning. This is the key to children and young people reaching their potential. BCAT's lead Academy is Barton Court Grammar School, which is a co-educational grammar school rated Outstanding by Ofsted in March 2014, and an accredited Thinking School. [REDACTED]

[REDACTED] BCAT is an accredited sponsor and is sponsoring The Charles Dickens School, an 11- 18 non-selective secondary school in Broadstairs, Kent. The Charles Dickens School has been in special measures since September 2014 and BCAT has been working with this school since 10 June 2016 following the RSC decision that we are to be its designated sponsor. The Charles Dickes School is due to join our MAT in January 2017. The RSC gave permission for BCAT to sponsor an underperforming Academy, allow a convertor to join our MAT and apply to open one free school.

Ethos and values:

BCAT is a school based Multi-Academy Trust. Our fundamental moral purpose as educators is to nurture children and young people to think for themselves and therefore learn skills and develop their knowledge so that they are able to thrive and be fulfilled in an ever-changing world. Barton Court Grammar School is an accredited Thinking School with Exeter University. When this theory is applied in practice through a range of thinking tools it creates a common language of learning.

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

A common language of learning – Our teachers and pupils use a set of thinking tools and therefore use the same terminology in lessons such as thinking maps , thinking hats, “Habits of Mind” and /or Thinkers’ Keys.

Thinking skills help children of all abilities to access the curriculum – our pupils will be given a set tools such as CoRt 1 tools: Tools from the Cognitive Research Trust to focus thinking. These tools help pupils of all abilities to access a curriculum. They provide the necessary support for low attainers to scaffold their thinking and learning by engaging structures and they allow the most able to be stretched and challenged through developing high order thinking skills.

Developing skilled, independent, reflective learners - through the use of such tools as Thinkers Keys **and** Art Costa’s Habits of Mind: We will promote the characteristics of effective, independent learners.

Blended learning, 21st century learning is more flexible with digital technologies and online learning becoming a stronger features in schools , FE and HE. Barton Court has links with Kent University and Canterbury Christ Church Univeristy and we will extend this partnership to develop learning projects that develop these 21st skills, establish a programme of lectures, mentoring and e-projects to raise aspirations and promote higher education, life-long learning and high quality training pathways such as apprenticeships as appropriate for our students.

High expectations and standards:

Thinking skills alone are not enough and that is why at BCAT we pride ourselves on having the high “traditional” standards. Our lead academy, Barton Court is an outstanding rated, co-educational Grammar School. We believe in traditional standards of integrity, hard work, honesty, service to others and self –respect but we are very futures-led in our view of innovatory teaching, learning and assessment for the 21st century. We believe when these are combined then we can aspire for excellence.

Our mission statement at BCAT is “support, inspire, challenge to achieve”. “At Barton Court Grammar school students are supported, inspired and challenged to achieve their very best in all that they do in order to reach their full potential and academic excellence. Students develop into independent, confident, open-minded, life-long learners ready to take their place as leaders in the 21st Century. They will develop into well-balanced, articulate, principled and responsible global citizens, with

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

cultural and international awareness, who positively contribute to our school and the wider community.”

High academic performance: How will we achieve this?

Our expertise and excellence in our lead school will be shared with the new Free School by having [REDACTED]

1. BCAT will provide a strong Governance structure for the new Free School through our existing Board of Directors who will have at least one representative on the Local Governing body of the Free School. We will seek to deploy existing outstanding Senior Leaders from other BCAT academies to form the initial Senior Leadership Team of the school. They will provide a strong focus and understand the values of our Trust and high expectations. High standards will be established through robust monitoring of the school performance against established key performance indicators. We will use 4-matrix software in the Free school as currently we use in Barton Grammar and will also introduce to Charles Dickens school.

2. Our central monitoring of progress through:

Secondary 4-Matrix: central scrutiny of current data on academy pupil performance is undertaken by the Executive Principal and supported by the Director’s Strategy Committee. This Committee scrutinises academy performance over a range of operational and finance functions. It ensures academy compliance and the Free School would therefore have this level of support and challenge.

3. This will benefit the local and wider community We offer the community something new and innovatory in areas needing improved performance. Academic selection divides pupils at 11+. This can create a culture of low aspiration in non-selective secondaries, particularly as this is also on top of very low APS on entry and high levels of Pupil Premium. We understand these contextual issues but we do not accept it has to lead to low standards and poor progress. We will establish our Free School as highly aspirational backed by our selective academy that has the experience and resources to truly stretch and challenge – therefore we will provide a secondary provision where this ethos will not be undermined by transition at 11+. This is an alternative that the local community and parents would support.

4. Outcomes we are committed to achieving:

- The Free School will be Ofsted outstanding

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

- All students will make outstanding progress in terms of 70% Achieving English and Mathematics at “C” grade equivalent or above. (5)
- Above national expectations % EBACC, Progress and attainment 8
- 95%+ Attendance
- Embed a thinking school approach to learning and outstanding teaching, learning and leadership
- Commitment to STEM opportunities
- 0% NEET
- Above national average retention between 16-18 years and attending University / Apprenticeships or employment with training
- Access to Russell Group universities and a thriving G&T programme to stretch and challenge the most able – such as a Medics and Oxbridge programme,
- Over-subscribed , first choice non-selective school in the local area
- Outstanding pastoral support and care
- High levels of engagement with the wider community

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.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 7			150	150	150	150	150	150
Year 8				150	150	150	150	150
Year 9					150	150	150	150
Year 10						150	150	150
Year 11							150	150
Year 12					100	100	150	150
Year 13						100	150	150
Totals			150	300	550	800	1050	1050

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.

[Add more lines as appropriate]

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Secondary – “Secondary Ready Programme” – please see below for explanation			
English (lit)	2.5	M	
Maths	5	M	
Key Skills Curriculum	7.5	M	This is a topic based curriculum during which the following key skills are developed in an accelerated fashion: Reading Age; SPAG; Writing Speed; Memory Skills.
Science	1	M	
Creative Arts	6	M	Includes: Art (1.5), Dt (1.5), Music (1); Drama (1); Dance (1)
PSHEE/RE	1	M	
PE	2	M	
Secondary – Year 7 and 8 (KS3)			
English	4.5	M	
Maths	4.5	M	
Science	3	M	
MFL	1.5	M	MFL teacher will be deployed from BCAT, a language specialist school
History	1.5	M	
Geography	1.5	M	

Creative Arts	5	M	Includes: Art (1.5), DT (1.5), Music (1), Drama (1)
PE	2	M	
PSHE/RE	1.5	M	Covered on a rota across the year rather than a timetabled lesson each week
Secondary – Year 9-11 (KS4), Pathway 1			
English	4.5	M	
Maths	4	M	
Science	4.5	M	Double Science
Triple Science, Computer Science, History, Geography or MFL	2.5	M	
3 Options from: <ul style="list-style-type: none"> • Art • Dance • D&T • Drama • History • Geography • Music • Business Studies 	2.5 (total of 7.5)	M	
PE	2	M	
ECDL	1	V	To be completed after school
Secondary – Year 9-11 (KS4), Pathway 2			
English	4.5	M	
Maths	4	M	
Science	4.5	M	Double Science
Computer Science, History, Geography or MFL	2.5	M	

ECDL / SPAG	2.5	M	Year 9 SPAG, Year 10 ECDL, Year 11 SPAG
2 Options from: <ul style="list-style-type: none"> • Art • Dance • D&T • Drama • ECDL • History • Geography • Music • Business Studies • Performing Arts (Btec) • Sport (Btec) 	2.5 (total of 5.0)	M	
PE	1	M	
Secondary – Year 9-11 (KS4), Pathway 3			
English	5	M	
Maths	7	M	
Phonics, Literacy, EAL	2.5	M	
3 Options from: <ul style="list-style-type: none"> • Performing Arts (Btec) • Sport (Btec) • Art (V-cert) • ICT (OCR national) • Cookery and craft (V-cert) • Textiles (V-cert) 	2.5 (total of 7.5)	M	
PE	2	M	
PSHE	1	M	

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

Barton Court Grammar School has 10% of students who are eligible for FSM, 17% of students from minority ethnic groups, 7% of students are EAL and 5% of students who are SEN.

The Charles Dickens School has 33% of students who are eligible for FSM, 11% of students from minority ethnic groups, 8% of students who are EAL and 20% of students with SEN.

It is expected that the free school will have a similar profile as The Charles Dickens School.

Our overall curriculum vision:

We prefer to describe our curriculum as a "thinking and developing" curriculum, since we seek to develop thinking skills and nurture life-long learners. Both elements are the foundations for academic success.

We also wish to develop life coping strategies of SUMO (**S**top, **U**nderstand and **M**ove **O**n) in the whole school community. In this way the school creates students who are not only able to cope with the challenges and stresses they will face during their time at school, but also become people who have a conscious framework of strategies and coping mechanisms to ensure they can thrive in life.

The Curriculum

Our curriculum is both broad based and as far as practically possible- personalised. We are committed to meeting the needs of each individual through high quality teaching and learning, assessment both of and for learning, monitoring and tracking student progress against age expected and above expected throughout the Free School.

The curriculum reflects the needs of students at different points in their educational journey. As students enter secondary school they will be assessed against "secondary ready" criteria including: reading age / speed; comprehension; writing age / speed; SPAG; working memory; long term memory and dispositions for learning. Students who are not "secondary ready" will have a bespoke curriculum designed to accelerate improvement in these key skills so that they are able to thrive in a secondary curriculum. Students who are secondary ready are prepared for a range of Ebacc as well as creative subjects. All subjects are preparing students for success in examinations at the end of Year 11 and so Year 7-11 is viewed as a single 5 year preparation for GCSE, we often refer to this as a "flight path approach" rather than artificially split between KS3 and KS4. Students begin their GCSEs in Year 9 on personalised pathways, depending on their academic ability, allowing them to achieve their personal best.

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

In addition to the curriculum time students will be provided with the opportunity to broaden their experiences and pursue “mindful” goals through an extended day incorporating:

- STEM
- Personal fitness and sports teams
- Duke of Edinburgh
- World Challenge
- Community volunteer work
- Creative, Visual Arts, Drama/Performance and Music

Whilst these extended opportunities are familiar in schools the key difference will be the personal reflection and the commitment to all students accessing these programmes. This phase is a critical element in developing positive “mindfulness” and uses the key technique from Cognitive Behavioural Therapy in embedding positive reflection, resilience and reinforcement.

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

The Free School will have a similar curriculum as the one we are developing at The Charles Dickens School. The same procedures will be in place across the 3 secondary schools for assessment, target setting and behaviour. A consistent approach across the Trust to monitor student progress and intervention strategies to ensure all students make expected or more than expected progress.

Student targets will be set using a “flight path” approach which does not artificially use Key stages but sees the journey through 5 years. It is based on 4 levels of challenge staggered over the 5 years from Year 7 to Year 11 with specific targets to be achieved by the end of each academic year.

D2 – measuring pupil performance effectively and setting challenging targets

Generic Principles:

- Student targets to be based on an equivalent of 4 levels of progress from KS2. This will also take account of the changes in primary assessment – which will be expressed in age expected.
- Performance Management targets to be based on an equivalent of 3 levels of progress from KS2.
- Any students who arrive without KS2 results must be baselined using age appropriate testing in English and Maths.
- All Year 7 students will need to be baselined from 2016 using previous KS2 SAT papers as a basis for future targets.
- All targets to be expressed in the way students will be graded at the end of KS4.
- When grading and reporting student work this should be done using the system on which students will be graded at the end of KS4 e.g. if a student will receive a 1-9 grade in Year 11 they should be receiving 1-9 grades on their assessed work and reports throughout.
- Where a student starts below a KS2 3B they will be assessed for core skills on an emerge, developing and proficient scale – see below.

Indicative student target grades:

OLD KS2	NEW KS2	END Y7	END Y8	END Y9	END Y10	YEAR 11	
						OLD	NEW
3B	1C	1A	2B	3C	4C	C	4A
3A	1B	2C	2A	3A	4A	B/C	5B
4C	1A	2B	3B	4C	5C	B/C	5A
4B	2C	2A	3A	4A	5A	B	6B
4A	2B	3C	4C	5C	6C	A/B	6A
5C	2A	3B	4B	5B	6B	A	7C
5B	3C	3A	4A	5A	6A	A	7B
5A	3B	4C	5C	6C	7C	A	7A
6C	3A	4A	5A	6A	7A	A/A*	8B
6B	4C	5C	6C	7C	8C	A*	8A
6A	4B	5A	6A	7A	8A	A*+	9B

D2 – measuring pupil performance effectively and setting challenging targets

Students starting Year 7 “below KS2 L3A” or equivalent significantly below age expected:

- Students commencing secondary school with “Level 3Bs” and below are not ready to access the secondary curriculum and should have an alternative provision to meet the needs of these students and prepare them to access the secondary curriculum.
- Students should focus on meeting the following standards before commencing GCSE study:
 - Reading comprehension age of 12
 - Spelling age of 12
 - Writing speed ,Memory skills,Behaviour for Learning skills

These students will be assessed ONLY against the criteria outlined above. Students will be classified as: emerging, developing or proficient in each skill. Once a student is proficient in each of these areas they will “graduate” to the secondary curriculum.

OLD KS2	NEW KS2	END Y7	END Y8	END Y9	END Y10	YEAR 11	
						OLD	NEW
1	NA	NA	NA	1B	2C	E	2B
2	NA	NA	1B	2C	2A	D	3B
3C	NA	1B	2B	3C	3A	C	4B
3B	NA	1A	2B	3C	4C	C	4A

Assessment process:

Student assessment will involve accurate and robust summative assessments at timely intervals which will inform current attainment on all reports/grade sheets published to parents. These assessments will be moderated within one school and across the Trust to ensure consistency and accuracy and share good practice. Student data will be analysed both within each Academy and across the Trust to highlight areas of strength and best practice to be shared and areas for development that require additional support.

Data is analysed for various sub-groups based upon prior attainment, gender, FSM/PP, G&T, EAL, SEN etc..These will be regularly shared with parents/carers with at least three “reports” being accessed by parents/carers each academic year. One of these reports will be in detail and will include : current performance (summative assessment) , predicted performance and formative details on strengths and areas need to improve for each subject for each pupil. Throughout the year summative data

D2 – measuring pupil performance effectively and setting challenging targets

on performance will be available for parents/carers and there will be at least one formal meeting for parents/carers to attend to discuss their child's progress.

However, all BCAT academies will ensure there is regular involvement and dialogue with parents/carers throughout the year both formally and informally – appropriate to need. This will ensure there is more a continuous flow of communication with parents rather than just written reports. Verbal feedback with Teachers and Form tutors will create an on-going and productive communication. Throughout the academic year there will be a series of curriculum/pastoral evenings and forums for parents to attend which will be be-spoke to groups and sub- groups of pupils & cohorts and “key stages” designed to inform parents/carers of their child's progress, explain target setting, curriculum and assessment changes, option events, taster sessions for GCSE courses, career events. These are not an exhaustive list but indicate the importance the Trust places on having regular, individual and productive interaction between school and home.

The behaviour policy will be consistent across all schools in the Trust and sharing of best practice to work with students with the most challenging behaviour. Alternative provision will be provided in-house as required, using the support processes within each Academy and then across the Trust if needed.

Attendance is monitored daily and weekly and for all sub-groups based upon prior attainment, gender, FSM/PP, G&T, EAL, SEN etc... A consistent and supportive approach will be adopted across the Trust with Pastoral Teams containing Senior Leadership, Heads of Year, Years Support Officers, Learning Mentors, SENCo, Safeguarding, Attendance Officers, Educational Welfare Officers, Family Liaison Officers as well as outside agencies as required.

A Trust-wide approach to improving and assessing the quality of Teaching and Learning:

All teachers in our Free school will be assigned to a coaching team in which they will receive a regular coaching session as part of Joint practice development (JPD). This will be separate from and additional to – departmental JPD and the Free School's own CPD programme. Trust –led training on the Thinking schools approach to teaching and learning will be a major focus will also form part of the Performance Management objectives of teachers and appropriate support staff. The training for this will be delivered by the Trust's own practitioners who are trained mentors for Thinking Schools and our our highest performing teachers and leaders. This is a more peer or collaborative approach to; setting targets for improving the quality of teaching and learning and monitoring and evaluating those targets. This, we believe is a more

D2 – measuring pupil performance effectively and setting challenging targets

innovatory and exciting strategy to improve pedagogy in our Free School from its very opening to its maturity as an over-subscribed and outstanding Academy.

Joint lesson observations will be part of directed time and inform training needs as well as intervention and 1:1 support. The expectation is that through setting high expectations for teaching, learning and assessment ensuring there is a supportive and effective training programme, including coaching to achieve this; a robust Performance Management process that appropriately focusses staff development and an accurate monitoring system then the expectation is that these ambitious targets for the quality of teaching, learning and assessment will be met.

This will be verified by an external Quality Assurance process as the Trust is committed to this as part of its accountability measures. The Director's Quality Assurance will be part of its Strategic Committee and Chairs of Governors of each Trust Academy will attend this committee on Director's invitation. The strategic Committee will monitor Academy self-evaluation including data on Teaching, Learning and Assessment and scrutinise these against any external inspection reports or academy reviews. As the Trust grows these will form part of a "Ofsted Ready -peer-review" schedule led by lead practitioners and academies leaders these will then be used to validate each academy's self-evaluation.

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

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

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

- use space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Leadership:

Initially there will be a small and focused senior leadership team. The Free School will have [REDACTED] who will give weekly support to the Free School and add capacity.

A Head of School will be appointed for the Free school and they will be supported by the SLT at Barton Court. Barton Court will also provide a SENCO and subject leadership support through a team of Directors that have been appointed to it's extended leadership Team. Barton Court will also provide Exams and Data Management Team support. From Year Two the school will start to appoint an Assistant Headteacher, SENCO and its own subject leaders.

SLT

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Head of School	1	1	1	1	1	1
Deputy Head			1	1	1	1
Assistant Headteacher		1	1	1	1	1
AHT2			1	1	1	1
AHT3				1	1	1
Intervention Lead			1	1	1	1
SENCO		1	1	1	1	1

Secondary teachers: (5/6 FE)

Year 1: Total

- 1x English
- 1x Maths
- 1 x Science
- 1x Humanities
- 1x Art / D&T
- 1x Performing Arts

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

Year 2: Total

- 3x English
- 3x Maths
- 2 x Science
- 1x Humanities
- 1x History
- 1x Geography
- 1x Art
- 1x D&T
- 1x Performing Arts
- 1.5 x PE

Note: a specific Intervention teacher will need to be appointed in year 3.

Each subsequent year will need the following additional staffing until year 5 at which point the school will be at PAN and fully staffed:

- 2x English
- 2x Maths
- 2x Humanities
- 2x Art + D&T
- 2x Performing Arts / PE

Support Staff

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Office Manager/PA	1	1	1	1	1	1
Receptionist	1	1	1	1	1	1
Admin	1	1	2	3	3	3
Pastoral	1	1	3	4	5	5
IT Manager			1	1	1	1
IT Assistant		1	1	1	1	1
Site Manager	1	1	1	1	1	1
Caretakers		1	2	2	2	2
TA	1	3	5	7	9	11

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

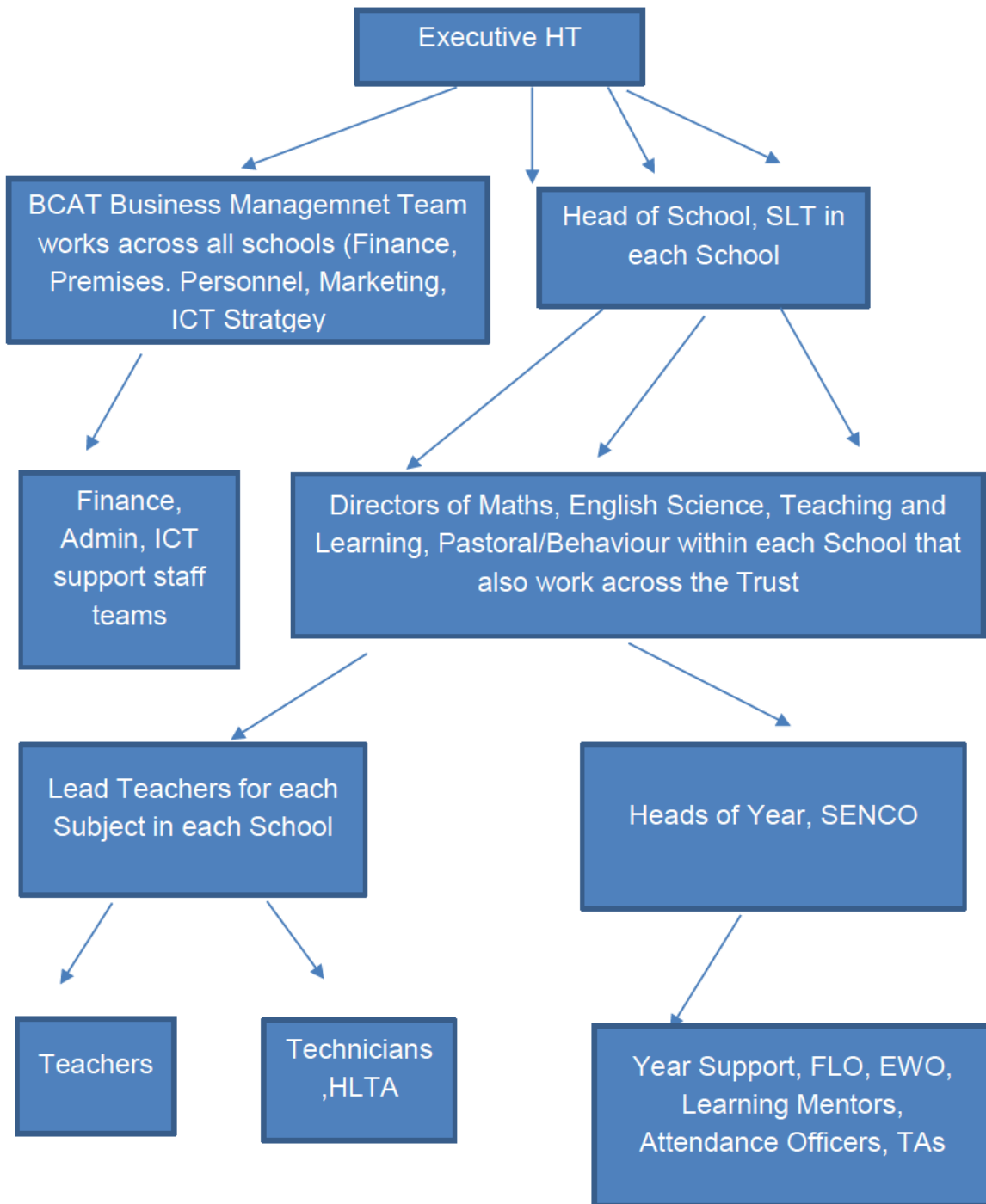
Cover Supervision	1	1	1	1	1	1
HLTA Core	2	2	4	4	4	4
Technicians	1	2	3	3	3	3
Learning Mentors		1	2	2	2	2
Lunchtime supervision	0.4	0.6	0.8	1.0	1.0	1.0

If we had to operate with less income then there will be more opportunity for shared resources with Barton Court Grammar School at all levels of the organisation. Such as joint Senior and Middle Leadership, sharing of subject specialist teaching staff as well a sharing staffing within the support staff structure. See section G.

BCAT also has reserves of aproximatley £600k which can be used to aid cashflow in the early stages of opening but where possible would aim to avoid this.

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

Organogram



Whilst the financial plan is not required to be submitted for applicant type 4, we have submitted this as this provides relevant detailed information requested to support our application.

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

BCAT intends all its schools to be culturally diverse and welcome a full range of ethnic groups in an inclusive community. We do pride ourselves that our philosophy of high expectations resonates with parental aspiration. However we equally emphasise tolerance, British Values and schools as not only places of learning but of social harmony, safety and respect.

1. Safeguarding, tolerance and well-being: All relevant policies will be in place and safer recruitment practices will also be in place before the Free school opens to ensure all recruitment is compliant. The Directors will regularly monitor our Free School for compliance after opening by following statutory guidance on safeguarding, Prevent (all teachers will have completed this training before taking up appointment), FGM, safer recruitment, Child Sexual Exploitation, Honour Based Violence, Domestic Abuse, Children Missing Education, Attendance, CA's, Troubled Families Agenda, Whole School Safeguard training, Single Central Register, DSL/DCPC staff supervision, signposting to services, LADO role, students at risk of exclusion from school, Sexual Health, Mental Health (self harm), Looked After Children, children with medical conditions, managing medicine in school and voice of the child including supporting children whose English is a second language. We have strong governance of safeguarding with clear lines of accountability and scrutiny. We have a named Governor for safeguarding.

2. The Curriculum, SMCS, PSHE and British values:

BCAT feels that children and young people have an entitlement to:

- High quality teaching and a curriculum that meets their needs;
- Nurturing their creativity, originality and integrity as highly valued attributes;
- High quality advice and guidance in relation to learning choices
- Personal and academic support;
- To be listened to and responded to;
- To be valued as individuals and to celebrate their differences with respect and tolerance;
- To be nurtured not only as British but global citizen who cares for our planet and seeks to live in a peaceful and prosperous world;
- A safe and secure learning environment from which they can thrive and achieve;
- Preparation for life-long learning, employability and well-being.

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

- Aesthetic appreciation for nature, creativity, awe and wonder

We also expect that students:

- Support our academies ethos of high expectations;
- Adhere to each academy's Code of Conduct, based on mutual respect and tolerance of others and others views;
- Make a positive contribution to the life of the academy.

British Values:

At BCAT, we actively promote positive, inclusive values. These include democracy, the rule of law, individual liberty and mutual respect and acceptance of those of different faiths and beliefs. We believe British Values are those values expected of anyone living in a modern Britain, regardless of their nationality, culture or religious belief.

Our ethos reflects these values. We place great emphasis on building positive relationships in our academies amongst the students themselves and between staff and students. We strongly believe students should not merely be taught such values but that they are embedded into school life and how we do things.

We strive to support our students to develop into confident, happy, successful young adults with greater life chances, who have empathy towards and an understanding of those less fortunate than themselves.

At BCAT British Values are embodied in the following more specific ways:

Through the curriculum:

- Pupils study RS,(PSHE) and Citizenship. These curriculum areas cover topics such as:
 - ✓ Study of the main religions from around the world
 - ✓ Assessing the problems faced by religious people
 - ✓ Identity rights and responsibilities
 - ✓ Democracy, active citizenship and participation
 - ✓ Knowing you and knowing others
 - ✓ Relationships
 - ✓ Healthy living
 - ✓ The world of work
 - ✓ Becoming independent
 - ✓ Understanding what's going on
- All curriculum areas ensure they address British Values through their schemes of work, activities within classrooms and ensuring all aspects of their curriculums are fully inclusive.

Through every day activities which include:

- Upholding the Academy code of conduct
- The delivery of the tutor time activities :

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

- ✓ E-safety
- ✓ Building resilience (SUMO - Stop, Understand, Move On)
- ✓ Current affairs
- ✓ Thinking strategies
- ✓ Literacy
- ✓ Numeracy
- ✓ Student voice
- ✓ Termly reflections
- ✓ In the news quizzes
- Enrichment Days and Enrichment week
 - ✓ Year group days focussing on Multi-cultural activities encouraging students to learn about various different cultures,
- School assemblies:
 - ✓ Whole school assemblies every week are multi faith and non-faith and look at a variety of different themes and topics
- Charity work
 - ✓ Caring for others is promoted and children are encouraged to consider those less fortunate and in need.
- School elections for:
 - ✓ Form representatives
 - ✓ Lead students
- Extra - Curricular Clubs including:
 - ✓ Duke of Edinburgh award scheme
 - ✓ Creative Computing
 - ✓ a large range of sports clubs
 - ✓ a large range of Music clubs
 - ✓ Drama Club

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Rationale- Why this Free school is needed in Canterbury?

1. Basic need:

Demand for secondary school places in Canterbury is significant and rising; the KCC Commissioning Plan 2016-2020 and KCC's "New secondary school provision in Canterbury and Thanet" document states;

a. Canterbury is a net importer of students;

b. Students travel into Canterbury from Ashford, Dover, Shepway and Swale, in 2015 this accounts for an additional need of 1,016 secondary pupil places in Canterbury. The closure of Chaucer Secondary School in Canterbury in 2015 has put additional pressure on secondary places in Canterbury.

The Canterbury District secondary forecasts indicate that at least 5FE secondary additional provision will be required by 2023 and that this would need to be phased from 2019/20.

From the Kent Commissioning Plan 2016-2020 it shows considerable pressure on secondary school places in Canterbury from 2017/18 with a deficit of 182 places. This builds to 1,071 by 2021. P.113 "over the coming years the general focus will shift away from expansion of primary places to the funding and commissioning of additional Secondary places". In Canterbury there is the additional pressure of it being a net importer of pupils, plus significant additional housing developments have meant there is a significant pressure on secondary places from 2019 the deficit is -8.2% to -14.3% across Y7-11. 2019-2022 there will be a need for at least 5 FE secondary places across Canterbury, Whitstable and Herne Bay. Providing a Free school on the former Chaucer

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

technology school site is the most feasible and cost effective strategy to absorb this additional basic need.

We (Barton Court Academy Trust - BCAT) plan to open a 5 FE (with the potential for 6FE if required) Secondary Free school on the existing Chaucer site. We feel we are ideally placed to achieve this as our Trust's lead school Barton Court Grammar School, which is rated outstanding [REDACTED]. We will use the experience, expertise and the reputation of Barton Court Grammar School to ensure our Free school is successful both academically, in terms of pupil outcomes (attainment 8 and progress 8, %EBACC, % Achieving "C" equivalent + in English and Mathematics, 0% NEET) but our Free School will also be a secondary school of first choice with parents both within Canterbury City and the coast. We currently work extensively with the local community and understand parents desire to have a choice of high performing and aspirational local secondary schools for their children's education.

2. [REDACTED] LA Support:

We have been in discussion with the Local authority in reference to our intention to submit a Free School application in wave 12 [REDACTED]. They support our application but are aware of other possible proposals. We feel our Trust is best placed to deliver an outstanding, high performing Secondary Free school [REDACTED]

[REDACTED]. This makes our bid compelling and practical. We will work extensively and seamlessly across both sites with outstanding staff and resources from Barton Court being utilised in both schools to ensure the highest standards in expectations, teaching and learning, assessment and behaviour for learning. We will draw upon our highly successful and unique approach to learning and personal development that is based around an explicit model of cognitive education. We anticipate a planned approach to leadership structures across the schools with a joint senior leadership team, collaborative professional development opportunities, secondments and consistency in timetabling and curriculum planning. There will be a joint Post -16 provision to ensure that all our students are engaged and successful in education to 18 and beyond by providing high quality, cost effective and differentiated learning pathways 11-19, which could also include partnership with Canterbury College which is also adjacent to Barton Court Grammar School. This will create a vibrant learning hub for Canterbury.

E1 – provide valid evidence that there is a need for this school in the area**3. Academy performance of non-selective in Canterbury:****Overview in Kent:**

18 Kent schools are currently in an Ofsted category of concern (14 are primary); a further 99 (82 primary) have been judged as “requires improvement” and 30 primary schools have had two consecutive RI judgements including RI for leadership and management. 23 primaries are below floor targets in attainment and progress. In Kent, sponsored academies only attained 37.8% 5+ A*-C with English and Mathematics 2014/15. We believe there is a need to grow strong and successful Multi-Academy Trusts (MATs) to provide high quality academy provision in the county. We believe our Trust will provide that quality. We have been accepted as a DFE sponsor and have already been given a new directed Academy Order for The Charles Dickens School.

In the **local context of Canterbury** and the coast; one non-selective was closed due to prolonged under-achievement and unviability, three are Ofsted “Requires Improvement”. In terms of academic performance, outside Faith Secondary schools – Archbishops and St.Anselms, all other non-selective schools are below Floor targets and have inadequate value added.

Results summer 2015:

Academy	%5+ A*-C with En/Ma	Value Added (Best 8)
Spires Academy	17	928.4
Canterbury Academy	37	933
Community College Whitstable	28	950.1
Herne Bay	37	1000.2*
		*RI

Local Context: Growing successful sponsors and MATs

There is a need to promote more successful MATs to provide high quality provision across Kent as performance is variable - geographically schools below floor in KS2 and KS4 are weighted towards the coast, central Kent. The coastal area and Canterbury need more sponsors who have the capacity to deliver sustainable academy improvement. School based MATs, which contain a Grammar provision offer a local, sustainable and practical solution in such a large county which operates a selective system. In this area existing sponsors such as CAT have reached their capacity, Simon

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

Langton Girls are supporting the Spires therefore BCAT offer additional capacity. Growing in a phased manner with one sponsorship and one Free School would be an ideal route for BCAT which will ensure it is a long term successful MAT.

4. Parental choice: Demand for academic provision beyond Grammar schools:

Many parents are concerned at the lack of high quality and academic provision in non-selective education in Kent. Each year a large percentage of parents appeal against the selective process at 11+ and pursue a grammar option for their children. Barton Court Grammar School has experience of large numbers of appeals with 68 appeals in 2016, 70 in 2015 and over 90 in 2014.

Therefore there is high demand for high quality, high aspirational and academic provision. Barton Court Academy Trust (BCAT) is able to provide this by supporting a grammar stream provision within our Free School. Since the school is co-sited to Barton Court we will provide a Gifted and Talented programme for pupils of both schools to access. This will ensure that the most academically able pupils from the Free school will access this programme and this will be provided at the Barton Court site. It is anticipated that in the first years of the Free school opening this may be fully integrated in Barton Court Grammar School. Another unique factor in this proposal is that Barton Court Grammar school is the only co-educational selective school in Canterbury or the surrounding area. This means that the joint work and joint provision between the two schools has equality of opportunity for both genders.

At Post-16 there is considerable turbulence and movement of pupils who have a range of options from school based to college provision – standards are variable. Standalone sixth form provision is becoming increasingly difficult to sustain due to reduced funding. The Free School would automatically be part of a collaborative Post-16 offer with a joint Sixth Form, between Barton Court Grammar School and the Free School, providing a full range of both academic and vocational, level 3 and level 2 courses. If financially viable Barton Court Grammar School would like to re-introduce the IB Diploma which has run very successfully at the school since 2008 but has had to recently close due to financial constraints of a single sixth form. The joint sixth form would in the longer term allow us to provide IB Diploma, a range of A' levels and Vocational level 2 and 3 courses. This will provide a unique curriculum offer for students in Canterbury. As we are so close to Canterbury College we envisage a close partnership between the two schools and the College to provide a collaborative and complementary provision.

5. Financial viability and sustainability

There are a large number of small primary schools in Kent, whose long term financial viability is questionable given the increasing constraints on school funding. BCAT MAT

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

is developing a strong financial structure, with the new sponsorship of The Charles Dickens School. [REDACTED]

[REDACTED]

BCAT has plans for considered expansion of the MAT over the next 3 - 5 years in three phases. This longer term planning will ensure the financial as well as educational viability of all academies within the MAT

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

1. **BCAT has experience of engaging with the local community and has already undertaken a “public consultation process” of local stakeholders. BCAT is the most local proposer as it is co-sited with the former Chaucer School. See our website for more details**

<http://www.bartoncourt.org/174/secondary-free-school>

BCAT can be physically present throughout the project from being named as the “sponsor” for the New Free school to its opening. We have already sent a consultation paper to existing parents, local schools and FE/HE providers, local press and Councillors. We have invited feedback as part of that consultation and have set up a Free School section on the school website. We intend to keep our website up to date and use it as an up to date dialogue ensuring we continue to communicate with stakeholders throughout this process. We will invite parents and the local community into our existing site and work with the EFA to identify re-furbishment and any capital programme that would be needed to ensure the Free School was ready to open its doors from 2019 onwards as a vibrant, modern learning environment. Barton Court has secured its own capital programme that will upgrade its facilities from 2016-17. This will create a

E2 – successful engagement with parents and the local community

“campus” style feel to both sites with pupils and staff from both schools naturally collaborating and moving from each part of the site.

2. The **new Free School would be promoted locally** utilising the skills of our external consultancy firm, that will be part of the Project Team. There will be a campaign to engage with the local communities using: local press releases and advertisements regarding the new school, open events, tours. We will also have a postcode drop so that all residents around the relevant postcodes receive a postcard advertising the new Free School with a personal invitation to a series of events. Leaflets and a prospectus will be produced for all prospective parents. We have allocated funding to support this from our sponsorship capacity grant.
3. **Engagement with local Councillors and MPs.** These will be invited to presentations and discussions regarding the Free School and our aspiration for the school to be outstanding and a community asset, particularly our aspiration to develop STEM as a core part of the curriculum and would see this as meeting a local need to promote these skills for local employers. We would be looking to engage with local community groups to utilise facilities. We already have a good working relationship with the two local MPs (Julien Brazier and Sir Roger Gale) who have been made aware of our plans for expansion, under basic need and our plans for new school provision.
4. **Canterbury is a UNESCO world heritage site**, a place for pilgrims and world tourism. It is uniquely cosmopolitan and we would want to engage with this rich history and culture. Barton Court already hold services in Canterbury Cathedral and we would see developing cultural and aesthetic links to the Free school and Canterbury as a strategic priority. We would be seeking links with the Cathedral, Chaucer exhibition centre, and other Canterbury based Museums, the Newly developed Marlowe Theatre and local Universities will be invited to be part of the Governance or “Friends and Patrons” of the new Free school. We will seek to support SMSC and literacy/Numeracy learning experiences for the children so they are inspired by the rich heritage of their local area.

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)
██████████	██████████	████	████████████████████ ████████████████████	██████████	████ ██████████

Add lines as appropriate]

F1 (a) Skills and experience of your team

BCAT have set out their aims and values underpinning their Academies and have a clear 5 year Strategic Intention plan 2016-2021. This sets out their ambitions for the planned growth, including new provision on the adjacent site to Barton Court.

April- August – BCAT project lead [REDACTED] has completed and EOI in opening a Free School on the Chaucer site and informed local stakeholders through a consultation document. [REDACTED] has also informed the RSC on BCAT intention.

BCAT Project team have met in late August/September to confirm and roles/responsibilities of the team, scrutinise the Free school application and set out the calender of meetings, produce a GANT chart of deadlines for the whole programme –pre-opening to opening, risk assessment register and ensure DFE/LA/Trust legal representatives are confirmed in the project team as are costs consultants/surveyors.

[REDACTED] ensures application is completed and meets September deadline. Wave 12.

October-November team prepare for a Free School interview with DFE.

BCAT project team to liaise with DFE/LA regarding the site- development and commission a professional surveying/Design team to assist in the successful capital programme attached to the successful bid. Spring Term - Summer 2017

BCAT project team work to GANT chart deadlines – plan recruitment for staff and pupils. There will be a series of “engagement” opportunities and “Cleverbox” to lead on marketing campaign.

2017/18 Project team complete – working closely with the Free School Division to ensure the free school is ready to open – 2019. Site and recruitment are the main priority throughout 2018/19 ready for pupils September 2019.

The project team, led by [REDACTED] will oversee the delivery of the project and all parties either work for BCAT or have a good working relationship with the organisation.

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
Legal Team	Pre-opening	Use of "Stone King" for legal advice
Surveyors/cost consultants	Pre-opening	Use of "Betteridge and Milson"

[Add more lines as appropriate]

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

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

- use the space provided below; and
- refer to [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

See letter from RSC confirming capacity for one Free School.

The Free School will be added to the Governance structure that exists within BCAT. The organisation works on 3 levels:

- Members – 5 non Executive members that oversee the organisation and appoint Directors. These members have educational, HR, business skills, financial skills and experience. These have recently been subject to Due Dilligence by the DfE.
- [REDACTED] – (Also known as Trustees) a group of Directors. These have recently been subject to Due Dilligence by the DfE. These effectively oversee the strategic development of the trust, hold the academy leadership to account and ensure there is a sound business model and financial probity. These Directors have educational, business and financial expertise. [REDACTED]
[REDACTED]. They have a very good track record of school improvement and have established committees that scrutinise data on a range of key performance indicators for the trust. Committees exist for Finance, Strategy, Teaching and Learning/Pastoral Care.
- Local Governing Bodies. Each school in the Trust will have its own LGB with delegated authority from the Board of Directors (Trustees). At present Stone King (legal advisors) are drawing up the terms fo reference for the MAT governance structure for Barton Court Grammar School and our sponsored school (The Charles Dickens School). The free school will slot into this structure.
- The LGB will be recruited based on the following skills assessment:
 - Education
 - Finance
 - HR

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

- Buildings
- Marketing, Communication and IT
- Legal
- **Parental and staff representatives**

There are no known or declared conflicts of interest at this stage. If there were then we would manage these as per the Academies Financial Handbook. All Members, Directors/Trustees complete Business/Interest/Conflict of Interest and Related Party Transactions each year for the Trust and for our auditors (UHY) and are published on our website. It is unlikely that there will be any financial transactions taking place between any member/trustee (or a connected party/business) and the academy, but if this were to be the case then the nature of the transaction(s) will be agreed by the Board and they will make sure that this complies with the 'at cost' principles set out in the Academies Financial Handbook.

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

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

- use the space provided below ; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

[Add text here. Table expands]

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability

Our two schools within the Trust can provide support on a more flexible approach whilst the Free school is growing and if it does not achieve full capacity (eg. PE would be timetabled in a way that allowed another BCAT PE teacher to deliver thus saving the need to buy a PE specialist teacher for the school). This principal will work for all subjects. Barton Court Grammar school will provide:

A joint SLT will be established between the two academies as they are co-sited. This joint SLT will include Executive leadership for all Trust schools.

A Head of School will be appointed initially for the Free Schools but not a Deputy Headteacher thereby significantly saving in Year one.

Support for middle leadership in the initial stages – [REDACTED]
[REDACTED] will give executive leadership of the core curriculum to ensure standards and cost-effectiveness. The opening budget will then support a growth in teachers rather than leaders. Specialist staff are employed to work across schools – including English, Mathematics, Science and Languages.

The School Business Management Team will be deployed across all schools within the Trust, plus sharing expertise of Finance, HR, marketing, ICT Strategy.

There will be opportunities for other economies of scale such as joint contracts for premises, cleaning and landscaping teams. Contracts for ICT equipment, photocopiers etc.

With the Schools being co-sited the movement of staff between the two sites will not be an issue and is a strength.

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.

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

CV template

		<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self- assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position			
Achievement of pupils at your school			
Quality of teaching in your school			
Behaviour and safety of pupils			
Quality of leadership in, and management of, your school			

<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>			
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales	
<p>1. The roles and responsibilities of the directors/trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	<p>See Barton Court website for details.</p> <p>All Articles of Association clearly set out the roles/responsibilities.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>BCAT is an established trust, Barton Court converted in 2011 and therefore Directors have a track record of leading a successful Trust.</p> <p>Robust governance through membership of local educational leaders, academics and business leaders can not only hold school leadership to account but can</p>	<p>Stone King (legal team) and the Board are reviewing the Articles of Association, schemes of delegation and terms of reference for the MAT and eah school within this which will include the Free School.</p>

		<p>offer constructive advice and support following from scrutiny of data – both quantitative and qualitative. Any Directors who do not have this expertise and understanding of external datasets including ROL, Ofsted dashboards have been given regular training.</p> <p>The most experienced Directors Chair of the Board committees and Working groups that will scrutinise Academy performance against a range of benchmarked criteria- Ofsted dashboard, ROL and audit benchmarking.</p> <p>A strategic Committee has a key role in the trust’s strategic development and performance and its members are the chairs of other committees. The EHT reports to this committee and KPIs are regularly scrutinised and evaluated.</p>	
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<p>2. Structure of the board</p>	<p>Accountability system Structure of decision making</p>	<p>Members – appoint the Directors and meet each year for the AGM.</p> <p>The Executive HT presents the trust performance data which is in addition to the accounts.</p> <p>There will be regular full Director meetings, Board committees will cover all key aspects of Trust performance / delegated decision-making Academic, teaching & learning, recruitment, HR, Financial , QA.</p> <p>Directors will appoint Local Governors and ensure they have the skills/experience to make appropriate decisions but LGB reports will be scrutinised by Directors and there will be regular meeting with Directors and Chairs of LGB. (Chair’s briefings will be calendered 4 times pa.)</p>	<p>Board of Director Meetings at least 3 times per year, with Finance, Audit and Personnel Committees</p>
<p>3. Meetings</p>	<p>Please detail your board and committee meetings schedule and outline agenda</p>	<p>1. Director meetings at least 4 times a year – Standing Items Financial review and scrutiny</p>	<p>a. Regular EHT & Chair’s briefings with Chairs of Governors of LGB 4 times a year will ensure meetings, agendas are of high quality, Governor</p>

		<p>EHT's Report LGB action plans Academy performance and reviews, including safeguarding and compliance Chair's update and reports from Board Committees and Working groups</p> <p>2. Regular weekly meeting between EHT and the Business Management Team to ensure regular reports and monitoring are available for Directors – RAG rating academies</p> <p>3. Audit , Finance and Risk Committees meet before the board meeting</p> <p>4. Working groups meet as required but minimum 3 times pa.</p> <p>5. "Audit group" meet every half term</p>	<p>training is effective, up to date and any safeguarding actions have been implemented.</p> <p>b. Annual BCAT conference/training will be attended by Directors/Members and Academy SLT. Strategic decisions and planning, overall trust performance including PM policy will be scrutinised.</p>
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<p>4. Finance</p>	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>See School accounts and Finance Policy available on the school website</p> <p>www.bartoncourt.org</p> <p>Business Continuity plan updated every 2 years.</p> <p>RPA insurance cover.</p>	<p>Trust finance policies and procedures will be in place pre-opening and will be based upon current within the MAT.</p> <p>[REDACTED] will continue to provide external audit reviews of the Trust to provide assurance on top of the internal audit requirements.</p> <p>All Academies will have a five year financial sustainable review which is consolidated and reviewed by the Directors and will be reported quarterly to the audit Committee.</p>
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Department
for Education

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