



The Trust

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

BIDEFORD PRIMARY ACADEMY

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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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: 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. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input checked="" 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	<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
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?		
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(See guidance for dates and deadlines)

Declaration

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

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

- the requirements outlined in the [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] (please delete as appropriate)

Print name:

Date:

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

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

The Trust is a mixed phased Multi-Academy Trust based in Devon. The Trust currently consists of eleven Primary Schools, four of which are voluntary controlled Church Schools and one community Secondary School.

The vision for The Trust is to be an Employer of Choice, an Educator of choice and a Community Focussed Organisation. Our vision for the new school is for it to be seen as an educator of choice in the area.

External partners will recognise the strengths of the school, parents will choose to send their children to the school and value its work and most importantly children will talk positively of their experiences with pupil achievement being consistently high.

The schools within The Trust are spread across Devon, though there is a concentration of schools in Mid Devon, a cluster in Exeter/East Devon and a maturing cluster in North Devon. Our strategic approach to growth is based on developing ‘maturing hubs’ of schools in areas we are already active or developing an immediate cluster of schools with a group conversion or merger in an area where we are not active. We believe the hub model of growth allows us to secure the great outcomes that arise from local partnership, whilst at the same time enabling us to realise the gains and significant impact on school improvement that can be achieved through scale.

In our sponsor capacity survey submitted in August 2016, we indicated that our capacity for growth would be for around 40% growth year-on-year, over the next three years, that would see us grow to twenty-two primary schools and six secondary schools across our clusters of schools in the next three years.

Our new school application for Bideford supports our growth strategy and our vision as a community focussed organisation, in as much as, it would continue the maturing

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

of a hub in the North Devon area and strengthen our existing work in the North Devon area.

We currently operate Orchard Vale Community School in Barnstaple and Pilton Community College in Barnstaple and we are in dialogues with other schools in the area to secure a cluster of schools that make geographical and educational sense in terms of partnership within a wider Multi-Academy Trust.

The new school will be a 3 -11 non-denominational school with a strong emphasis on local and global community. We are confident that there is educational and social need for nursery provision.

The rationale for this is based on discussions with the Local Authority around the local sufficiency survey for the next three years which is clear that as numbers across Bideford increase, due to the planned house building programmes, additional nursery places will be required. In line with the success at the Trust's Barnstaple primary school, in North Devon, we would be keen to extend this offer to two year olds and in time offer a 0-2 provision to support additional family work for the most vulnerable children in the area.

Orchard Vale Community School was the most recent new school to be built in North Devon and the current [REDACTED] was the individual selected by the Local Authority to open that new provision. [REDACTED] was hugely successful in building a community school with strong links with local schools and an excellent educational reputation.

Our experiences in developing Orchard Vale within its community will be applied to ensure that the new Bideford school opens successfully as an excellent educational provider with strong links to the community, schools and colleagues within Bideford.

As a Devon based Multi-Academy Trust we are aware of the isolation and potential challenge of securing Multi-Academy Trust partnerships within North Devon. We are confident that with the recent addition of Pilton Community College, colleagues across the schools in North Devon will begin to look towards Multi-Academy Trust collaboration as a key driver for school improvement in their area. Opening a new school in Bideford would enable the benefits of Multi-Academy Trust collaboration to be experienced not only in the new school but in our partner schools in the Bideford Learning Community and beyond.

One of the key strands within our vision to be an Employer of Choice is the quality and range of staff development opportunities that we offer. The Trust employs in excess of 670 staff and over 240 teachers, many of those teachers are based in North Devon.

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

Our Teaching School has a strong base in North Devon and operates senior and middle leadership programmes that would support us to secure strong leadership for the principle designate in the new school. Similarly, staffing a growing school would be well within the means of our comprehensive talent management and succession planning programmes.

Our work with the Local Authority also indicates that in addition to the new Bideford school being currently proposed, there is likely to be new provision required in Bideford for primary and special school provision. As time develops we would be interested in exploring those opportunities further, to strengthen the educational offer to children in the Bideford community and North Devon area as a whole.

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.

	2017 On temporary site	2018	2019 Perm site	2020	2021	2022	2023	2024
Reception	30 (possible nursery placement as well)	30	60	60	60	60	60	
Year 1		30	60	60	60	60	60	
Year 2			60	60	60	60	60	
Year 3				60	60	60	60	
Year 4					60	60	60	
Year 5						60	60	
Year 6							60	
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								

Year 13								
Totals	30	60	180	240	300	360	420	

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week Will vary KS1-2	Mandatory/ Voluntary	Comments
English	5 -7.5	M	All elements of Reading, Writing, Speaking and Listening will be covered. Drama activities, extended through the wider curriculum experience.
Maths	4-5	M	Taught skills applied in real experiences through topic programme linked to other subjects such as science.
Science	1.5-2	M	Specific disciplines of biology, chemistry and physics will be taught and linked to wider cross-curriculum projects.
D&T	.5	M	Linked to wider cross-curriculum projects.
Computing	.5	M	Skill based learning to facilitate wider IT use in all subjects.

Humanities	1.5	M	Project focus each term so weighting between History and Geography will change.
Music	.5	M	Additional enrichment for wider opportunities of instrumental/ vocal groups.
Art & Design	.5	M	Additional voluntary community design project – cross phase.
PE – Outdoor Ed	1.25 -2	M	Forest school experiences and residential and sporting enrichment as voluntary.
SMSC	1	M	Self awareness and well-being will be integrated across all aspects of school life.
MFL	1	M at KS2	Voluntary enrichment through cross phase exploration and foreign experiences.
RE	1	M	Links with humanities/ PSME and music in particular.
Enrichment offer	2	V	Clubs, trips, residential experiences. School council, pupil innovation projects and pupil leadership programmes.

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

We believe that a child's 'ability' is neither fixed nor innate, but can be developed through high quality teaching and learning involving practice and support for the development of positive learning behaviours. This belief encourages a love of learning and resilience that enables everyone to achieve.

The current context of the pupils in town schools in Bideford show a high level of FSM/ PP, 10% above the national average, therefore it is realistic to expect the new [REDACTED], with 120 units of social and affordable homes, to replicate the other town schools pupil profile. With an estimated high percentage of social need in West Bideford the curriculum provision needs to be engaging, motivating and real; providing enriched experiences to support a lower than average basic skills entry. The Trust has a good track record of supporting vulnerable children, in particular its large primary school in North Devon Barnstaple, which has been recognised by the [REDACTED] for the last two years in the National Pupil Premium awards for schools.

In light of the curriculum freedoms we receive as a MAT, we have developed a creative approach to teaching and learning across the primary schools. We have chosen not to follow the 2014 National Curriculum. We use the skills identified within the National Curriculum (pre 2014) as the basis of our teaching, we recognise these as key skills for life long learning, applying them through topics that offer children choices about what they learn. (See Foundation Curriculum Overview appendix 3a, 3b and 3c)

We recognise that learning is not just about subjects and knowledge, but also about developing a child's personal and social qualities of respect, community and creativity. These are encouraged and modelled by staff, volunteers and visitors throughout the school day and will be at the forefront of the pupils' curriculum experiences.

For the last two years the Trust have been working with [REDACTED] as part of an exciting project with other schools in Bristol and Worcester to develop our 'product-based' curriculum ***'The school curriculum is what the children need to learn. The National curriculum is simply part of that overall programme for learning'*** [REDACTED] has worked in every Trust school with leaders and staff to define both the 'local' offer to children and families and has defined the Trust's 'Learning' offer that has developed the wider curriculum of what children should learn in a 21st Century school. His work has brought greater clarity and understanding for staff about

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

- What we are trying to achieve
- How we organise learning and
- How well we are achieving our aims

■■■■ has run INSET workshops for all Trust teaching and non teaching staff and has given senior leaders opportunities to work with schools in Birmingham, Bristol and Worcester, visiting each others schools to actively learn together and act as challenge and support partners.

This work is on-going and will underpin the development of the new curriculum for the new school.

The new school will offer a full and varied curriculum that caters for all children, regardless of their academic ability or background; all subjects will be inclusive to all children. We will teach and practice the basic skills of the core subjects explicitly and we will teach 'matters, skills and processes' through topics thus breaking down the walls of constraint which can exist when subjects are taught discreetly. We will actively encourage children to immerse themselves in exciting topics of study throughout the school which take into account their individual needs at all times.

We will help children to develop their interests, making links between subjects, developing knowledge, skills and positive attitudes to learning in a range of contexts. Each topic will culminate in a final project which showcases the children's learning to share with parents through regular community events.

Real life experiences will underpin the topics taught and set the children's learning into real life contexts, helping them to make sense of it. These real life experiences may include trips, visitors to school, community based projects or topical events. We will place great value on the teaching of the 'Arts' and will offer access to high quality music, dance, art and drama as an integral part of our school curriculum.

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. We will teach and practice those skills which support the pupils to become fluent in the English language.

We will teach pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

Phonics

From nursery to Y6 all children will have a daily phonics session, using a phonics programme where all children will be taught at the expected level for their age. It will provide a detailed and systematic approach for teaching phonic skills to children

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

starting in the Foundation Stage, with the aim of them becoming fluent readers by the age of seven. The phonics programme will build children's speaking and listening skills as well as prepare children for learning to read by developing their phonic knowledge and skills.

In addition, some children will receive extension sessions because they are working beyond the expected level, or an intervention session, because they are working below the expected level. Handwriting will be taught alongside phonics, to ensure children are taught to write the letters that create the sounds they are learning.

We will teach the children to read “tricky” words, which cannot be sounded out, and “high frequency words” which are identified as the words most commonly used in the English language. Different sets of these keywords will be sent home for each year, to help parents to support their children at home.

Reading

Our teaching of reading will come mainly through guided reading, which will happen in carefully organised groups. With the teacher or another adult, children will be taught the key skills they need to be able to read well, for example how to decode a word through sounding out, using picture cues, breaking words into familiar chunks and how to skim, scan, infer meaning, read with expression and talk about books and stories to develop comprehension. All children will receive guided reading sessions each week.

All children from Reception to Y6 will have home reading tasks and an independent reading book from an appropriate reading scheme. We will support and encourage parents to read and discuss their children's books every day. For children in Y2 or below, this will be a period of approximately 10 minutes, for children in Y3 and above we will recommend up to 20 minutes.

Where children are identified as struggling to make progress in reading, they will receive small group interventions, or 1:1 reading intervention sessions. The aim of these interventions will be to provide a short spell of targeted intervention that re-tracks them. For some children, who may be on the Special Educational Needs Register, these interventions may be provided over a longer period of time.

Writing will be underpinned by the core skills of spelling, vocabulary, grammar and punctuation which will be taught both explicitly and as part of our topic approach to the wider curriculum. Children will be taught to compose their ideas and will practice the skills of editing and redrafting. They will plan, revise and evaluate their writing in a variety of contexts and subjects throughout the taught week and time and focus will be given to awareness of audience, purpose and context and, as the children progress, an increasingly wide knowledge of vocabulary and grammar.

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

Handwriting will be taught to be fluent, and legible and as the children progress speedy and accurate.

Maths is essential to everyday life

We will strive that for all pupils the learning of mathematics will be an enjoyable and exciting experience; all pupils will be encouraged to be actively involved in mathematics. We will encourage experimentation with practical equipment and materials; doing and talking always comes before recording, and we know that increased enjoyment of mathematics comes from active participation.

We will use the National Curriculum objectives for teaching as a basis for all areas we cover in Maths lessons and the use of a maths scheme will ensure that our children's learning is well structured as they progress through the school.

An agreed school calculation policy will be in place helping to eliminate any confusion over different teaching methods that can be confusing for the children, supporting parents in their shared home learning with the children.

Interconnecting subjects will reinforce the teaching of maths by making rich connections across mathematical ideas to develop fluency, mathematical reasoning and problem solving skills. Accelerated progress for the able mathematicians will be supported by a range of enrichment programmes.

Trust schools are using 'Mathletics' as part of the home learning offer. Each child across the new school will be given a unique log-in so they can access these activities.

As part of the weekly homework, Mathletics activities will be set which will consolidate the skills the children have been practising in class.

Science is an exciting subject where children's curiosity is exploited around phenomena and events in the world around them. Through Science pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life.

We will teach science through the specific disciplines of biology, chemistry and physics.

Practical investigation will have a central place in the Science curriculum and through first hand experience the children will apply their knowledge and understanding of scientific ideas.

We will offer all children a wide range of learning experiences, which stimulates curiosity, fosters co-operation with others and give opportunities to develop scientific skills of prediction, analysis and evaluation across a range of topic areas. We will pay

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

attention to the specifics of scientific vocabulary and the children's ability to articulate scientific concepts clearly and precisely.

Outdoor learning is an important part of the wider curriculum offer. Children will be given lots of opportunities to extend and explore learning away from the classroom environment through 'Forest School' teaching, Eco projects, visits and trips and a full programme of enrichment through after school and lunchtime clubs.

The proposed nursery offer for disadvantaged 2 year olds will be key to early parental engagement and quality first access for the families. As an organisation we would be looking to provide a full day care 0-2 offer alongside the proposed 8am - 6pm fifty weeks a year nursery placements.

The Early Years Foundation Stage curriculum will promote partnership with parents and carers to ensure that children learn and develop well and are kept healthy and safe. We will support children in their learning through giving children a full range of skills and creative experiences that will provide the very best foundation for excellent progress through school and in life.

Each child will have a 'Key Person' assigned to them who is the main point of contact for parents and will:

- Help children to become settled, happy and safe.
- Is responsible for the child's care, development and learning.
- Take a careful note of the child's progress, sharing this as daily feedback with parents and giving them ideas as to how to help their child at home.

The EYFS curriculum will be based upon:

The uniqueness of the child where we will

- Develop the resilience, capability, confidence and self-assurance of individuals.
- Promote positive relationships which will support the child to become strong and independent.
- Provide enabling environments where opportunities and experiences will respond to the individual need.
- Develop a strong partnership between practitioners, parents/carers and the child.

The Learning and Development of the individual where

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

- We acknowledge that children learn in different ways and at different rates by understanding the characteristics of learning i.e. active learning, playing and exploring, creating and thinking critically.
- We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured.
- We will plan the balance of child initiated and teacher directed activities to suit the individual.
- We recognise that children's attitudes and dispositions to learning are influenced by feedback from others; we will use praise and encouragement, as well as celebration times and rewards, to encourage children to develop a positive attitude to learning.

The learning environment is critical to a great curriculum provision for the youngest children. They learn by playing and exploring, being active and through activities that promotes creative and critical thinking. All these element of the curriculum takes place both indoors and outside with choice and access being a vital part of the continuous provision.

Our environments will be stimulating and accessible to all children including those with special educational needs and disabilities.

We will provide enabling environments:

- which values all people.
- which values learning.

We will offer

- stimulating and exciting resources, relevant to all children's cultural backgrounds and community identities.
- rich learning opportunities through play and playful teaching.
- support for children to take risks and explore the world in which they live.

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

ASSESSMENT

Within our Trust we have developed a systematic approach to assessment across our schools. The information that follows indicates what this will look like in our free school.

Day-to-day formative assessment

On a day-to-day basis, teachers will use high quality Assessment for Learning strategies, across the curriculum, to identify and celebrate children’s achievements. A consistent approach to providing children with high quality, well-targeted feedback will ensure children are able to understand and act upon the guidance and support they have been given; this feedback will scaffold their progress towards the next steps or targets that have been set. Regular marking will ensure intervention can be delivered at the point of teaching.

Children will be taught a range of self-assessment strategies, that will build in complexity as they move through the school, and these will provide the foundation for them developing secure independent learning behaviours.

Within teaching and learning sequences children will experience a variety of assessment tasks. “Cold tasks” will be presented to children at the start of their teaching units and used by teachers to establish children’s current levels of understanding, their learning gaps and their misconceptions.

Teachers will undertake conferencing discussions with children to identify their strengths and next steps/targets, within the given area of learning. Information gathered through cold tasks, and the subsequent conferencing, will feed into planning to ensure levels of challenge are appropriate and secure optimum progress for all children.

Following the completion of the teaching sequence, children will be presented with “hot tasks” where they will be provided with the opportunities to use and apply what they have learned, independently.

These end of unit assessments will act as an indicator of learner progress and be followed up by “distance tasks” where children will be presented with an opportunity to use and apply skills they were taught in the previous half term (without additional

D2 – measuring pupil performance effectively and setting challenging targets

teaching) in a cross-curricular context. This assessment will be used to evidence the *depth* of children’s learning and understanding.

Keeping parents informed

A variety of formal and informal strategies will be employed to keep parents informed of their children’s attainment and progress. On a termly basis, parents will be invited in to the free school to have a face to face meeting with their child’s teacher, where they will be provided with a detailed overview of the year group specific curriculum objectives that their child has achieved, as well those that they are targeting. At these meetings parents will be informed of their children’s progress towards their end of year targets and whether or not they are on track to achieve the age related standard.

In the event that a child has specific educational needs, that prevent them from accessing their age appropriate curriculum objectives, the school SENDCo and class teacher will map the appropriate objectives for that child and these will be shared with the parents.

In order for a child to be taught outside of their chronological year group, specific assessments will have been undertaken by the class teacher, as part of the “Graduated Response Tool” and where appropriate specialised assessments will be undertaken by the SENDCo, or specialist agencies. These decisions will be moderated by our SENDCo network, to ensure the consistency of the judgements being made.

Parents will receive an annual report where they will be provided with their child’s final outcome for the academic year; in each year group children’s outcomes will be reported in line with the national terminology used in that key stage.

Quality assuring our assessment judgements

Moderation and standardisation of teacher assessment will happen in five ways:

Within the new school, school leaders will be supported by a trust-wide schedule for moderating teachers’ judgements within year groups, to ensure judgements are consistent; that they are supported by a range of evidence and that they reflect appropriate progression across the school.

Within our organisation the free school teachers will meet at least termly at our best practice networks for English, Maths, Y2, Y4, Y6 and EYFS, where their judgements will be moderated against the judgements of teachers in the rest of our schools. Identified strengths and areas for development will be fed back to the new school to ensure sustained improvement.

D2 – measuring pupil performance effectively and setting challenging targets

Transition meetings at Y1, Y3 and Y7 provide opportunities for teachers to engage in robust professional dialogue and scrutinise the quality of the evidence being used to support teacher assessment judgements.

Our organisation covers several learning communities across Devon and teachers in the new school will benefit from engaging actively within their learning communities, where they moderate their assessment judgements with teachers beyond our organisation. Identified strengths and areas for development will be fed back to the trust networks to ensure pedagogy remains under constant review.

As an organisation, our schools are also moderated by external local authority representatives and the new school would also receive this independent moderation.

Our trust uses scaled score tests from Y1 to Y6, delivered termly in every school, to validate the teachers' "*depth of learning*" judgements and this approach would be adopted within our new school.

The role of leadership

The new school will benefit from a strategic and systematic approach to assessment. Strategic decisions about assessment are developed within the assessment network, made up of two executive Headteachers, the maths network lead, the English network lead, the Y2 and Y6 network leads and secondary school assessment lead. This group ensures the trust's approach to assessment is in line with the national expectations and consistently understood and applied within our schools.

Teachers in the new school will be supported by a schedule of teacher and test assessment submission dates, where data is input into an online capture tool. This software will provide the teachers and leaders with a sophisticated data analysis tool, that supports accurate target setting and enables them to predict the in-year and long term progress of cohorts, target groups and individuals. Executive leaders will use this tool to map trends in data across the trust, and against national trends, allowing resources to be swiftly targeted to need.

MANAGING CONDUCT

Within our organisation we elect to adopt the local authority model policies and guidance for attendance, anti-bullying, exclusions and the use of reasonable force. The new school will also adopt these policies, all of which will contain a section to note the local arrangements. This section will provide the opportunity for the new school leaders to reflect upon the decisions they have made, for example, in relation to rewards and sanctions, that are appropriate to the vision and individual culture and context of the school.

D2 – measuring pupil performance effectively and setting challenging targets

The new school will work with parents to secure the high levels of attendance and establish a range of ways to celebrate this; school leaders will also challenge poor performance robustly, offering appropriate support to families, where it is needed.

Teachers in the new school will set high expectations of behaviour and create opportunities for children to take on leadership roles, within the school, acting as good role models to their peers. New school staff will uphold the highest standards of professionalism and behaviour, exemplifying the high standards of the school and the Trust.

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

Our plans are for the school to open in 2017 in temporary accommodation so the initial numbers will be smaller than the expected PAN for the school once in its permanent building.

The school will start with 30 in the reception class and up to 30 in the nursery. Teaching staff for these classes will be drawn from the existing Barnstaple school, Orchard Vale, for the first year. Orchard Vale will back fill through the Trust's talent management programme. The expectation will be that the two teachers will be experienced and the Foundation Leader will be a member of the current Senior Leadership Team at Orchard Vale.

Experience tells us that it is important to draw upon teachers with a proven track record of excellence in this early stage of the set up of a new school; they need to be resilient and flexible in their capacity to do the job.

The Trust has the capacity within its existing staff team to provide great non-teaching staff and suitably qualified early years practitioners – early years education is a particular strength within the Trust. We also have strong links with the FE provision in North Devon and the early years and child care course would provide quality

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

apprentices or early practitioners as and when the numbers in Nursery expand; this would give us flexibility at an affordable cost. We also have a good track record of attracting good new people who want to work for the Trust.

We would draw on the other Trust schools initially through our strong teaching and learning networks to support curriculum enhancement and enrichment and some specialist work would be undertaken through an outreach model whilst the numbers of pupils were small in the new school

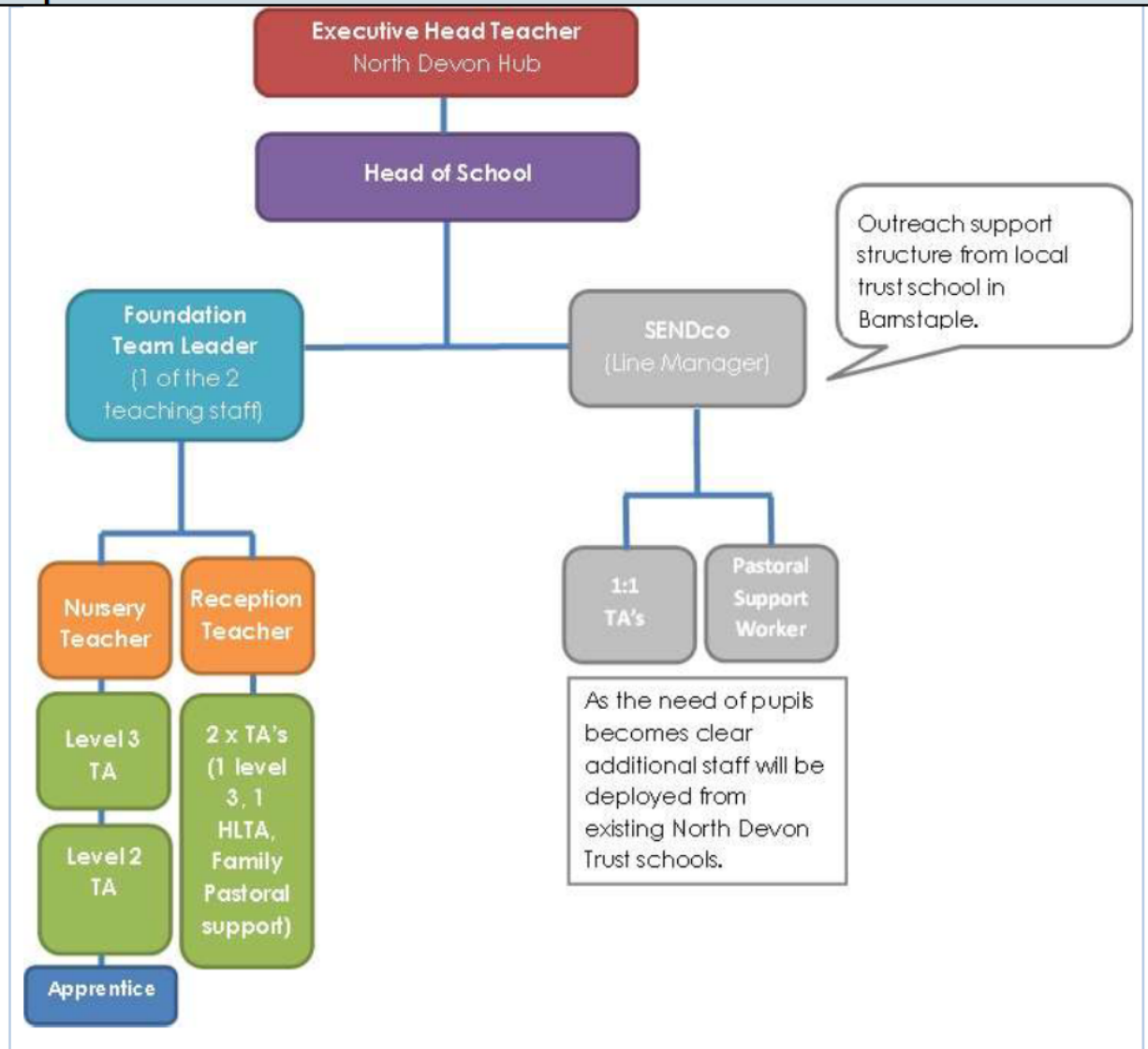
Financially, the Trust has sufficient funds to be able to support the scenario of a lower than expected initial take up of places for September '17 and would be resilient to a steady growth model over the first year whilst in the temporary accommodation. Back office costs would be fully supported by the Trust's central team and the two other North Devon schools would provide cost savings in the initial set up phase.

We recognise that as a new provision for the area we would need to quickly establish our offer with parents, especially as the Local Authority predicted need for places from September '17 will require a 'fast track' approach to this application and to the application process for parents of reception children making choices for their child's start to school next September. We feel this is achievable as we recognise the Local Authorities critical need for places and that the success of this new school is extremely important for Bideford's existing schools and for the future growth of the town. Our expectation is that after the first term there would be a steady intake as houses are built, new families move into the area and the New School's reputation develops.

The Trust has prior expertise of setting up a new school and understands the need for a growth model that is flexible and responsive to the changes in pupil numbers. The depth of expertise across the Trust will support this and will provide excellent value for money.

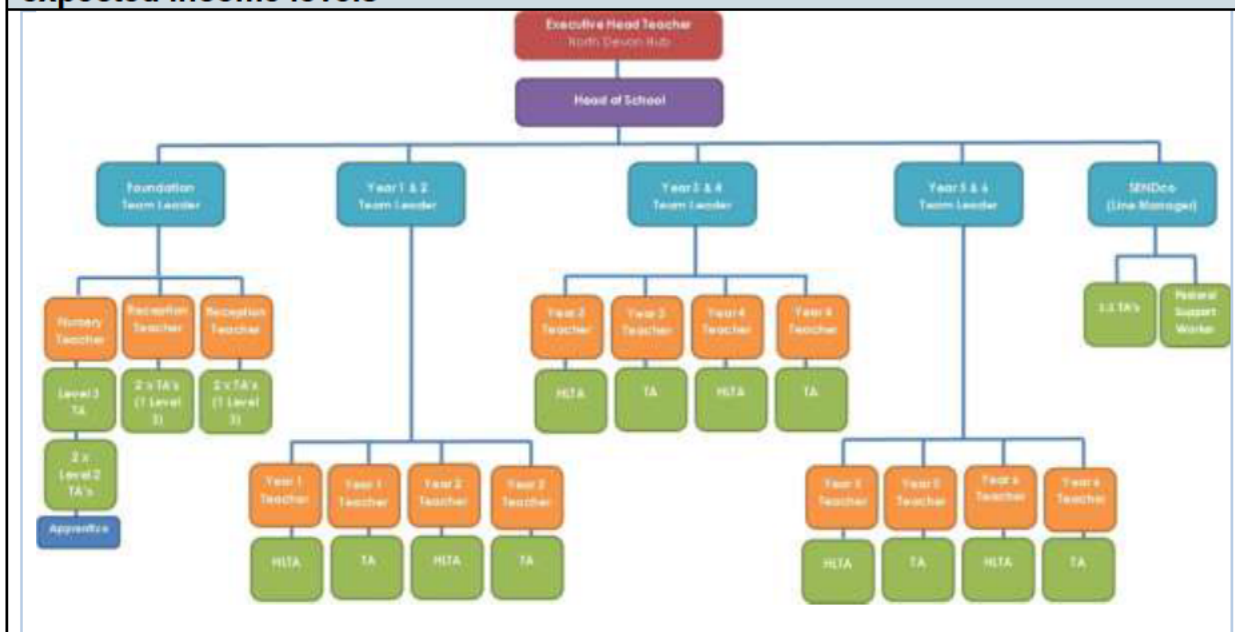
Initial staffing structure for new school September 2017 whilst in temporary location

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



New School 420 Staffing Structure when in permanent location

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



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

The Trust has a fully inclusive policy of accepting ALL children within the catchment areas of its schools. It supports ethnic diversity, English as a Foreign Language, Special Educational Needs, gifted and talented and has adapted its taught curriculum and enrichment activities to meet the needs of all its pupils

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, will be core to the school's work.

- We will give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives
- Encourages pupils to explore and develop what animates themselves and others

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

British Values

The new school will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values will be exemplified in our curriculum through core values which determine how we lead our lives in school and how we prepare children for their role in society. Within school pupils will be given every opportunity to demonstrate democracy through active engagement in school councils and pupil leadership programmes.

We will

- Use assemblies and collective worship sessions to address how British values are relevant to all pupils
- Take a holistic approach rather than focusing on how to cover British values in individual subjects
- Develop a strong school ethos which promotes British values

Pupil will have

- An understanding of how citizens can influence decision-making through the democratic process
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An understanding of the importance of identifying and combating discrimination

Curriculum examples

- **English:** Many books will have themes covering tolerance, mutual respect and democracy. Lessons will explore how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures could explore the meaning of concepts such as liberty, democracy and tolerance.
- **Citizenship:** Pupils will be encouraged to understand their personal rights and freedoms, and they will be advised on how to exercise these safely. Pupils will have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and pupil councils. Topics such as anti-homophobia, equal rights, and e-safety will be taught.
- **Religious education (RE):** Lessons will reinforce messages of tolerance and respect for others. Children will have the opportunity to visit places of worship

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

that are important to different to faiths, we will promote diversity through celebrations of different faiths and cultures.

- **History and geography:** Pupils will analyse events in the UK and world history where British values have been tested such as both World Wars. In geography, pupils will explore how different cultures live and work throughout the world.

SMSC Provision

We believe school is about far more than learning the curriculum; Spiritual, Moral, Social and Cultural development will be used to embrace a broader dimension to life skills. It ranges from teaching RE and citizenship through to sex and relationship education and encompasses a wide range of extra-curricular and out-of-school activities. These vital dimensions of life and growth will be present across the entire curriculum and these values will be integrated into all aspects of school life.

We will

- Make time for reflection to create a coherent and robust vision and language for SMSC
- Make 'real' space for the spiritual
- Locate SMSC provision in multiple but specific areas of schooling, avoiding the 'everywhere and nowhere' dilemma
- Nurture effective, creative leadership for SMSC at all levels
- Support provision for SMSC at transition points
- Embrace controversy and complexity
- Engage with resources and opportunities beyond the school gates
- Retain a relentless focus on student learning and narrowing gaps in SMSC outcomes

Curriculum examples

The Devon RE curriculum ensures all pupils have a good grounding in aspects of religion, spiritual and moral values. We recognise that North Devon's rural and somewhat insular attitudes and outlook needs to be addressed, as does its lack of ethnic diversity.

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

Spiritual:

- Local church leaders will be welcomed to support assemblies and worship programme offering diversity and opportunities for self reflection.
- Pupils will have an active role in the RE curriculum and school assemblies through exploring traditions and other cultures promoting respect and tolerance for all religions and recognising the importance of being part of a community.

Moral:

- We will offer pupils the opportunities to explore and debate opinions around world issues with a moral dimension.
- Pupils will have a clear understanding of how conflicts should be resolved both inside and outside of the classroom; there will be a clear set of agreed actions to resolve all conflicts. Regular class time will be allocated to the discussion of moral issues about right and wrong.
- The School Council will play an important part in ensuring that their peers look after their school, its environment and engage in wider projects within the local community; e.g. Remembrance activities.

Cultural:

- The pupils will have access to enrichment for Music, Drama Art and PE offering rich experiences for a wide variety of cultural events.
- We will work alongside local Fairtrade organisations through the promotion of cultural focus weeks (within our MAT this will be supported by our secondary colleagues from the language college in North Devon).
- Direct fundraising projects for third world countries e.g. educational sponsorship of children in need; clean water aid; 'Amigos', a local North Devon charity, supports Ugandan children in learning sustainable life skills to feed families.

Social:

- All Trust schools are committed to inclusion and the national programme 'Thrive' which supports a culture of understanding and nurture for the most vulnerable and disadvantaged pupils. This is a core part of our well-being curriculum.
- We will promote that pupils work hard and that this school is a happy community where the school playground is a safe, busy and happy

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

environment for children of all ages to mix and socialise. The youngest children will be well cared for by the older ones.

- The curriculum will support the children in their learning and understanding of similarities and differences in all areas from the local community, through the community of Britain to the Global Community. We will use IT to support our world-wide links, making them real and exciting.
- Pupils will understand that racism is unacceptable and not tolerated.

Safeguarding of pupils

The new school will comply with the follow Trust safeguarding procedures.

- All Trust policies and templates will become the basis for the methods of working and will be supported and monitored by the Trust's compliance officer.
- Anyone working at a one of the Trusts schools, including governors, third party staff and volunteers, have undertaken safer recruitment checks, including the correct level of **Disclosure and Barring Service (DBS) check**. These are recorded on the school's **single central record (SCR)**.
- All Trust schools adhere to **Keeping Children Safe in Education** and have undertaken universal training and attended local staff meetings to secure clarity and commitment from all members of our staff communities.
- All school staff use the IT programme **CPOMS**. This ensures there is a robust management systems for information which supports designated officers being able to be decisive and act promptly when there is a cause for concern.
- ALL Trust staff have undertaken relevant **PREVENT** training.

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

There is a considerable basic need for extra places in west Bideford which supports this application.

Bideford & nearby Northam has seen significant housing & demographic growth over the last 5+ years which is putting increasing pressure on primary capacity across the area. Devon County Council (DCC) has over the last few years invested in the expansion of x3 existing schools (St Mary's, St Helen's and East-The-Water), provided a temporary classroom at St Georges Northam to accommodate a bulge year and converted an ICT into an additional classroom at West Croft.

As of September 2016 there are no Reception places in the area and many schools are full across KS1. Local schools are being asked to admit new children into already full classes under 'Fair Access' procedures whilst some pupils will have to be transported some distance to a school where there is space (See DCC letter of support for this new school – appendix 2). Teaching large numbers of children outside of their local catchment is not ideal and puts a strain on the existing schools in Bideford as well as the finite resources of the Local Authority.

With a total of 5,900 new dwellings planned for Bideford & Northam, (as detailed in the emerging North Devon & Torridge Local Plan 2011-2031), an additional 1,475 primary age children will be living in the area once all the housing is built-out.

Housing approvals to date in the area equate to an additional 476 primary pupils already living in the area, and are the cause of the existing school being at and beyond capacity.

As well as there being a clear basic need agenda we feel we offer a different model of cross-school working and collaboration. As a Multi Academy Trust we offer an open 'school to school' network of support for school improvement, rooted in quality

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

CPD pathways and curriculum enrichment opportunities which we believe will compliment the existing Bideford schools and offer parents greater choice and diversity when choosing a school.

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

This application was submitted within the context of a rapid request for the Local Authority to secure basic needs places urgently and therefore time has been limited for full consultation.

However, in the short time available consultation has taken place with senior Councillors for the area and local schools across the town.

As an emerging new School we would be very keen to actively engage with parents with regards to refining our plans for delivery within the context of Bideford and the needs of the local community.

Initially, admission would be open across the Bideford area until the location of the permanent site is confirmed at that point a catchment area can then be established.

We have marketing events planned for the Spring and a website due to go live in February 2017.

We have begun a range of conversations which will develop over time, with regards to the shape, style, flavour and feel of the proposed new School.

We have a track record as a Trust of developing skills within our Executive team and the leader of this bid is an individual who has built a school from the ground up with over 350 pupils in a strong well regarded community school in Barnstaple in North Devon.

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

Please refer to the [REDACTED] letter Appendix 1 in this application.

Appendix 1 confirms [REDACTED] view of our capacity and capability.

The Named individual who will be in charge during the pre-opening period is [REDACTED]
[REDACTED] (See CV in annexes below).

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

[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

The Trust has a very well defined Governance structure with a track record for Outstanding governance. The trust Governance structure includes Local Governing Bodies (LGBs) in addition to the members and the trustees described elsewhere in this application. See appendix 6.

We would form an LGB for the new school which would adopt our existing governance framework and scheme of delegation. During the set up period we would, if necessary, offer associate governors as initial support from our existing pool of over 90 experienced governors.

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

N/A

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
N/A

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
N/A

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

We have included a description within D3 of how we could operate with less income than anticipated. The size of the Trust and our consolidated budget approach would enable us to successfully manage fluctuations in pupil numbers at the new school. Furthermore, we are currently holding an ongoing cash balance in excess of [REDACTED] which mitigates against risk of reduced income.

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.

CV template	
8	Reference names(s) and contact details [Redacted] [Redacted] [Redacted] [Redacted]

Self-assessment form for independent schools

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

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

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

Governance self-assessment

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

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



Department
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Reference: DFE-00177-2016



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