



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

BISHOP HANCOCK CHURCH OF ENGLAND PRIMARY SCHOOL

Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	15
Section D – education plan: part 2	15
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	17
D2 – measuring pupil performance effectively and setting challenging targets	26
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	30
D4 – the school will be welcoming to pupils of all faiths/world views and none	35
Section E – evidence of need	39
E1 – provide valid evidence that there is a need for this school in the areas	39
E2 – successful engagement with parents and the local community	44
Section F – capacity and capability	
F1 (a) Skills and experience of your team	47
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	56
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	Error! Bookmark not defined. 59
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	59
F5 – Independent schools have an appropriate, well-maintained, and secure site	60

Section G – budget planning and affordability	60
Section H – premises (use Excel spread sheet)	63
Annexes	64
CV template	65
Self-assessment form for independent schools	67
Governance self-assessment	73

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 type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 type="checkbox"/>	<input checked="" 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
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed: 

Position:  (please delete as appropriate)

Print name: 

Date: 27th September 2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Bishop Hancock Church of England Primary School will be a 4-11 Church of England two form entry primary free school located in and mainly serving Keynsham East. It is named after the current Bishop of Bath & Wells, the Rt Revd Peter Hancock. It will be part of an Academy Trust (the Wellsway Multi Academy Trust) currently comprised of seven schools representing the primary, secondary and special phases of education, located in Bath and Keynsham. The lead primary school in the Academy Trust is St John's Church of England Primary School, a school that has been judged to be Outstanding on two consecutive occasions by both Ofsted and the Church of England Schools' Inspectorate. The Academy Trust will ensure that the systems, structures and approach to pedagogy that exists at St John's School are replicated in Bishop Hancock Primary School and both St John's and the other primary schools in the Trust will provide capacity and support for the development of the new school. The Academy Trust's vision is that the new school be judged outstanding at its first inspection. The detail set out in the current application would seek to demonstrate how this will be achieved.

Rationale:

The proposed school is a direct response to a basic need for new primary school places that has been identified by the Local Authority, Bath & North East Somerset. The school will be located at the heart of a new housing development of 450 new dwellings in East Keynsham. The Local Authority has indicated that there is not a need for the school to provide nursery places due to the existing over supply in the area. We will keep this situation under review however and will address this should the need arise in future.

Keynsham Town is experiencing extremely rapid demographic growth. There is a current shortage of primary school places in the town (please see the demographic data in section E and Annex 1). The deficit in school places is projected to increase

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

significantly between 2016 and 2020 in line with general demographic growth and four large housing developments which in themselves will generate a need for 630 additional primary school places. Capacity is being extended where available in existing schools and a new single form entry primary school will be opened on the Somerdale site in 2017, providing an additional 210 places. However, local authority projections show that there is a need for a new two form entry primary school to serve the Keynsham East area, providing the expected requirement for an additional 327 places in the town by 2020 and the capacity to continue to meet basic need beyond this as pupil numbers continue to grow. It is anticipated that the total projected requirement for 630 places will be provided by the new single form entry primary school to be built on the Somerdale site and a new two form entry primary school in Keynsham East, the subject of the current proposal, Bishop Hancock Church of England Primary School.

An analysis of data drawn from both Bath and North East Somerset Council (the 'Local Authority') and the Diocese of Bath and Wells clearly establishes that there is a strong parental desire for further Church of England School places in Keynsham Town. Within the Keynsham area there are currently six primary phase schools providing 1585 places, of which just 39% are Church of England places. This percentage will reduce to 35% as the first new school in Keynsham, a 210 place primary school on the Somerdale site, opens in September 2017. The significant current over-subscription of the town's two existing Church of England primary schools in 2016 by 172 places demonstrates a strong need for more Church of England primary places (please see page 40 for a comparison of local school admission data, 2016). Therefore, to open a new Church of England Primary school would meet local demand for additional Christian faith based school places and would increase the percentage of Church of England school places to 47%, complementing the non-faith options that already exist in Keynsham Town, and thereby creating a balance that would reflect an almost 50:50 set of choices for those families that would like a faith based school placement and those that would not. This would also have the benefit of bringing the Keynsham area in line with the pattern of choice across the Bath & Wells diocesan area.

Vision:

It is expected that the new school will open in September 2018 to meet the basic need that arises as a result of the Keynsham East and other housing developments in the locality (please see pages 16 and 17 for further details). A site for the school has been identified with the developer of the Keynsham East site, Mactaggart and Mickel Homes (a map of the site has been forwarded electronically). The new school's proximity to the existing Academy Trust's schools – for example, an

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

anticipated four minutes' walk from the proposed site of the new school to the existing Wellsway Secondary School site - means that it will be able to make good use of the Trust's resources, such as specialist Science, technology, engineering and mathematics equipment at IKB Studio School and the wider resources of Wellsway Secondary School. The new school's proximity to these existing Academy Trust resources will also enable extensive partnership working between the pupils and staff of the new school and those of Chandag Infants, Chandag Juniors, Wellsway and IKB schools all of which are located on the same learning campus. It will also enable the pupils of the new school to use the Wellsway Sports Centre and its fields, and will provide access to hot meals produced by the Wellsway kitchen; reducing the play area space needed for the new school site and possibly removing the need for a full school kitchen in the new build, saving initial build and ongoing costs and increasing teaching and learning space.

The free school will provide an outstanding quality of education for its pupils and so will deliver outstanding outcomes. These will include the promotion of a values based curriculum that will ensure that pupils develop skills, aptitudes and attitudes that enable them to develop as academically and socially intelligent individuals that are both ready for the next stage of their education and for life in modern Britain. This will be achieved by replicating the already outstanding provision that exists at St John's Church of England Primary School (Ofsted 'Outstanding' in May 2008 and June 2013 and Church of England schools' inspectorate 'Outstanding' in June 2008 and July 2013). The new school will replicate St John's leadership and management structure, to include governance, its curriculum design and approach to pedagogy. Both St John's and the other primary schools in the Academy Trust will also provide capacity and support for the development of the new free school.

Wellsway Multi Academy Trust's (WMAT) founding principles:

Central to the Trust's identity, and so to its vision and strategy, are the following foundational principles that will be embodied within Bishop Hancock Church of England Primary School:

- a commitment to serving the Trust's local community. The new primary school will sit within the parish of St John's Church, with which the new school will forge a link, further contributing to the Academy Trust's vision of being a 'local trust' that provides a strong educational option for families in the area.
- The Trust has calculated that the maximum educational and financial benefits for a medium sized trust are of no more than 10,000 pupils or 20 schools, clustered in a local area to enable shared working practices. The new school will serve the area of Keynsham East and is located within the Area of Prime

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

Responsibility (APR) of Wellsway School. The inclusion of a new two form entry primary school would bring the Academy Trust to eight schools with c.4059 pupils, thus strengthening the Academy Trust by further adding to the Trust's breadth of staff expertise, resources and contributing to improved economies of scale.

- Wellsway Academy Trust is entirely committed to recognising and celebrating diversity. The Trust's aim is to develop a strong identity whilst recognising each school's unique characteristics. The Trust is proud of the range of schools that cover all phases of the Early Years to post 16 education sector. The Trust considers this to be a core strength of its own identity and seeks to ensure that all members benefit from this diversity with opportunities to work with colleagues in other schools and phases. The new school will add value to the Academy Trust by bringing its own distinct identity, serving a new housing development as a Church of England school.
- The Academy Trust's educational philosophy is one of complete inclusivity. Academy Trust schools work both with one another and each welcomes the opportunity to work in partnership with any school from any phase, whether a member school of the Trust, a faith school, or not. This is evidenced through the strong networks of which the Academy Trust schools and the Trust itself are a part, such as the Keynsham Area Family of Schools (KAFOS) cluster, the local Education Excellence Board and links with key stakeholders such as Bath Spa University and the Bath and Mendip Partnership Teaching School. The new school will become an important and integral addition to these networks which in turn will lead to greater educational capacity.
- As part of a 4-19 multi academy trust, Bishop Hancock Church of England Primary School will be within the APR of Wellsway Secondary School, a fellow Academy Trust partner. The Trust's commitment to all-through 4-19 pathways will be embodied in the partnership and transition working, for example between the new school and Wellsway School (please see page 23 for further details as to how this will be achieved), enabling the Trust and the new school to maximise the potential of every learner through a shared understanding based upon the Trust's values, skills and resources.

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.

Growth Model: Vertically Streamed Cross Phase Admission

It is expected that the new housing developments will lead to a requirement for places across the primary phase from September 2018 (please see Section E for primary school placement projections). Throughout the application process the Academy Trust has worked closely with the Local Authority, Bath and North East Somerset, to understand the projected pupil growth. The Academy Trust has therefore devised a pupil growth model that is based upon local authority projections that combine known basic need drawn from the latest Population Data received from the Health Service on Monday 12th September and the projected additional places required as a result of the new build projects in Keynsham Town.

The Academy Trust proposes a pupil growth model that would see the initial opening of the school in September 2018 using vertically streamed classes. This would then begin to move to single age cohorts in September 2020, to coincide with the point at which it is expected that phase 1 of the Keynsham East development will reach completion. This is the Local Authority's favoured approach. The Academy Trust will continue a dialogue with the Local Authority and DfE throughout the period leading up to and including pre-opening, to ensure that it is able to open the school in a manner that meets the requirements of basic need in the area at that time. Given that much of the basic need is expected to be generated from the new housing developments, the Academy Trust is mindful of the need for contingency modelling that allows for both an actuarial reduction in expected pupil numbers or the admission of a greater number of

pupils than anticipated. These contingency models will ensure that the school remains financially and educationally viable at the time of opening, regardless of pupil numbers.

	Current number of pupils (if applicable)	2018*	2019	2020	2021	2022	2023	2024
Reception		25	25	50	50	50		
Year 1		25*	50*	50	50	50		
Year 2				50	50	50		
Year 3		25*	50*	25	50	50		
Year 4				25	25	50		
Year 5		25*	50*	25	25	25		
Year 6				25	25	25		
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		100	175	225	275	300		

** where the class size is shown across 2 year groups this denotes an expectation of working with mixed age classes.*

Current growth in pupil numbers forecast estimates, due to new house building, provided by the local authority include:

- K2 development (Taylor Wimpey) currently under construction and being occupied - 70 new pupils known = 10 per year group (pyg). 30 more still to come - 4 pyg
- Somerdale development (Taylor Wimpey) currently under construction and being occupied - 210 new pupils = 30 pyg. 137 more still to come - 19 pyg
- K2 development (Barratts) currently under construction and being occupied approximately early 2016 - 77 pupils to come - 11 pyg.

- Keynsham East development in planning and not yet commenced - 64 pupils to come - 9 pyg.
- Keynsham South West development not yet commenced - 52 pupils to come - 7 pyg.

Total additional places pyg = 4 + 19 + 11 + 9 + 7 = 50 pyg.

The Academy Trust has planned for phased growth from vertically streamed classes in years one and two to year groups of up to 50 pupils in each year group (25 pupils in each class of the same year group) in order to ensure that Bishop Hancock Primary School can accommodate the projected 50 pupils that Local Authority projections predict will be needed.

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Early Years Foundation Stage (Reception)			
Total 23 hours			
8.55 – 15.15			
Mathematics	5	Mandatory	
English	5	Mandatory	
Expressive Arts and Design	1.5	Mandatory	
Personal, Social and Emotional	1.5	Mandatory	

Development (PSED)			
Understanding of the World (UoW)	1	Mandatory	
Religious Education	1	Mandatory	
Music	0.5	Mandatory	
Physical Development	2	Mandatory	
Free Flow Play	5	Mandatory	
Key stage 1 (Years 1 and 2)			
23 hours + minimum 1 hour enrichment per week			
8.55 to 15:15			
Mathematics	5	Mandatory	
English	5	Mandatory	
Phonics	1.75	Mandatory	
Science	1.5	Mandatory	
Computing	1	Mandatory	
History	1	Mandatory	
Geography	1	Mandatory	
Art and Design	1	Mandatory	
Design Technology	1	Mandatory	
Religious Education	1	Mandatory	
Music	1	Mandatory	
Physical Education	2	Mandatory	
PSHE	0.75	Mandatory	

Out of hours enrichment activities	1	Voluntary	e.g. chess, dance, gymnastics, cricket, musical instrument tuition, newspaper club, etc.
Mathematics and/or Literacy Catch-up	As required	Mandatory	
Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6)			
Total 24 hours + minimum 1 hour enrichment per week			
8.50-15:15			
Mathematics	5	Mandatory	
English	5	Mandatory	
Phonics	1.25	Mandatory	
Science	1.5	Mandatory	
Computing	1	Mandatory	
History	1	Mandatory	
Geography	1	Mandatory	
Art and Design	1.5	Mandatory	
Design Technology	1	Mandatory	
Religious Education	1	Mandatory	
Music	1	Mandatory	
Physical Education	2	Mandatory	
PSHE	0.75	Mandatory	
French	1	Mandatory	
Out of hours enrichment activities	1	Voluntary	e.g. chess, dance, gymnastics, cricket, musical instrument tuition, newspaper club, etc.
Mathematics and/or Literacy Catch-up	As required	Mandatory	

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

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

The pupils that will attend Bishop Hancock Church of England Primary School will be drawn from both new housing and from existing housing. Furthermore, pupils coming to the new school will come from a mix of social housing and market housing. Both the Academy Trust and the Local Authority believe that this will be similar in nature to St John's intake. The Academy Trust and the Local Authority therefore believes it is appropriate to replicate the curriculum at St John's as it has been judged to be appropriate to meet the needs of its pupils (Ofsted, 2013) and therefore the needs of the pupils that will attend the new school.

St John's Church of England Primary School has the following characteristics:

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

School

National

These key characteristics have implications for curriculum design. The low percentage of pupils from minority ethnic backgrounds and those that have English as an additional language would suggest that the school's SMSC, PSHE and RE provision will need to be extremely strong in order to ensure that pupils are prepared effectively for the diversity of life in modern Britain.

The initial housing development phase in Keynsham East is planned to provide the following housing make-up:

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

The illustrative plan comprises:

Type	Market Number	Market %	Affordable Number	Affordable %	Total Number	Total %
1 bed flats	3	1	20	27	23	9
2 bed flats	35	20	0	0	35	14
2 bed houses	1	1	34	45	35	14
3 bed houses	66	38	18	24	84	34
4 bed houses	66	38	2	3	68	27
5 bed houses	4	2	1	1	5	2
Total	175		75		250	

Gross Area: 12.59 ha
 Net Developable Area: 5.60 ha
 School: 1.34 ha
 Public open space: 4.46 ha

Source: Bath and North East Somerset planning portal

Therefore, given the percentage of affordable housing to be built, the Academy Trust believes that the pupil intake will be notionally very similar to that of St John's School. Given this fact, and that in both May 2008 and June 2013 Ofsted judged St John's curriculum to be 'Outstanding' in terms of its breath, depth and the way in which it meets pupils' needs, the new school will open following the same curriculum plan. The key characteristics of this plan are set out below.

Curriculum

The curriculum will follow the national curriculum and will enable pupils to develop intellectually, socially, emotionally, physically, spiritually and morally. A creative mastery curriculum will lie at the heart of the school's provision and will be delivered through a personalised learning pedagogy (please see below). There will be a wealth of opportunities to develop core skills of communication effectively, both orally and in the written form. Mathematical skills will be developed and reinforced through practical application. Through the teaching of Science, pupils will learn about the world in which they live.

Pupils will be encouraged to express themselves creatively through Music, Dance, Drama and Art across subject disciplines, providing master classes using the state of the art technology and professional expertise at The Bath Studio School (Creative & Digital Media specialism) The new school will deliver a rich and varied curriculum. Geography, History, Design and Technology, Physical Education and Computing will also be delivered to inspire. Pupils from the new primary school will be able to use

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

Wellsway's excellent resources, such as its technology rooms, science rooms and sports centre facilities. Pupils will benefit from the wealth of resources to support STEM learning that will be utilised from the IKB Studio School and the television and radio studios at The Bath Studio School. Specialist support for staff teaching pupils with specific learning or behaviour needs will be provided by the Academy Trust's special school, Aspire, ensuring that the needs of all pupils are met.

Specific attention will be given to pupils at the key transition points: phased entry to YR, YR into Y1, Y2 into Y3 and Y6 into Y7, for example children and families entering YR will be supported by a rigorous induction programme. This includes home visits, one-to-one sessions with the class teacher and a phased entry into school, with the aim of full attendance by week 3. To support pupils' transition to secondary school the Academy Trust will employ transition teachers provided through the Academy Trust's Lead Teacher programme. These teachers will teach in both Year 6 of Bishop Hancock School and in Year 7 at Wellsway, the likely secondary destination for the pupils upon leaving the primary school. This will enable the implementation of a fabulous transition package between key stages and the sharing of best practice across the primary and secondary phases ensuring that pupil progress between KS2 and KS3 remains consistently strong. Similarly, secondary subject specialists will provide outstanding teaching in languages (French) in KS2. This will be delivered through PPA provision for teaching staff in the new primary school. Other opportunities will be provided such as master classes, workshops and competitions delivered by secondary staff and supported by older students in roles such as Sports Leaders.

Through the school's curriculum the Academy Trust will ensure that the pupils who attend Bishop Hancock School develop an appreciation, respect for and tolerance of cultural diversity in an age appropriate manner. In this way, pupils will be prepared for life in modern Britain because they will understand the core values that underpin British society (please see page 36 for further details as to the way in which the school will promote fundamental British values).

By using the existing and proven curriculum plan from St John's, the Academy Trust will ensure that there is adequate time and coverage in order to teach and then to apply core English and mathematics skills: the school will use St John's approach to curriculum design and so will not be over reliant on commercial schemes. Rather, the new school will plan clearly from a rich and diverse bespoke curriculum that is based upon the National Curriculum, but amended to reflect the needs of the school's pupils, such as by placing a strong emphasis upon the promotion of cultural and religious diversity.

The Academy Trust will replicate St John's pedagogical approach. Foundation subjects will be taught within the context of a core topic theme. Each topic will begin

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

with a 'Wow' activity which provides a stimulus for discussion and a basis for future learning. Pupils will then be asked to write questions about the topic that they would like to find an answer to during the following weeks. These questions are then added as bricks to a classroom 'I Wonder' wall display. Teachers integrate opportunities to present, or for pupils to research and find, answers to these questions into their topic planning.

The new school's approach will be to 'personalise learning'. The curriculum will be enriched by pupils' own ideas, thoughts and curiosities. Topics will include a home challenge, thereby fostering home and school links and enabling a love of learning to be fostered that exists beyond the classroom. Topics conclude with pupil presentations, profiling their learning and providing opportunities to improve confidence, self-esteem and speaking and listening skills.

St John's curriculum map will be adapted by senior leaders of the new school to reflect the topics of their choice, which may or may not be the same as those at St John's. However, the pedagogical and methodological approach that underpins the delivery of the chosen topic will remain the same as that used by St John's; an approach that led Ofsted (May, 2013) to assert that St John's has an 'Outstanding' curriculum. This will include enrichment opportunities, such as visits, residentials, visiting lecturers, out of hours provision and after school clubs. If there is demand, the school will also provide breakfast club and after school provision.

Teacher development and training

An effective programme of continuing professional development (CPD) for all staff has been devised by the Academy Trust's CPD Manager in consultation with primary Headteachers. The programme is overseen by the Director of Primary. It is part of the Trust's central service package of support. In line with existing Academy Trust schools, senior leaders and staff at Bishop Hancock School will be able to augment the Academy Trust's own CPD offer with courses provided by external providers, such as the Local Authority or Diocese of Bath and Wells. Please see Annex 2 (the Academy Trust's CPD offer) and Annex 3 (the Academy Trust's Primary Offer).

The quality of teaching and consistency of curriculum provision between St John's and Bishop Hancock School will be monitored by the Headteacher of St John's School, who, as the Academy Trust's Deputy Chief Executive Officer and Director of Primary, has responsibility for holding senior leaders and managers of the Academy Trust's schools to account for standards.

Admissions

In line with St John's, admissions to the new school will follow the National School Admissions Code. There will not be any form of selective criteria. The new school will

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

not, for example, admit at least 50% of its pupils from families that are practising Christians, should the school be oversubscribed. This reflects the Academy Trust's commitment to equality, inclusion and excellence for all.

Teaching, Learning and Pedagogy

The new school's approach to teaching and learning will be based upon a personalised dialogic pedagogy, as devised and implemented at St Johns School. Such an approach places the learner at the centre of their own developmental experience by enabling each child to become involved in the shaping of their learning experiences. The personalised dialogic pedagogical approach to teaching and learning developed by St John's is the result of extensive research into national and internationally recognised curricula and pedagogies of excellence. St John's has therefore constructed its own pedagogy by selecting and then combining key ideas drawn from such curricula as 'The International Primary Curriculum', ██████████ Skills Based Curriculum, Learning without Limits and ██████████ Visual, Auditory and Kinaesthetic (VAK) research into learning styles. The result of St John's School's work has been that it has developed its own distinct pedagogical approach to teaching and learning. As a result 93% of pupils report that they always enjoy the work that their teachers give them to do (evidence: St John's Pupil Self Esteem Questionnaire, 2016).

The dialogic approach is developed throughout Key Stage One and Two through the use of the 'I Wonder' wall, talk partners and peer review. Through these processes teachers will enable pupils to ask questions about the topics they are learning, the answers to which are then built into lesson planning. In Key Stage Two, pupils will be encouraged to consider the way in which they might best find out the answers to their own questions and those of their peers, and in so doing, positively shape the tasks that their teachers then plan whilst providing positive, developmental critique to the ideas of other learners through constructive dialogue and debate. Similarly, pupils will be involved in determining the topic themes through which the new primary curriculum, post September 2014, is being delivered. Topics will be selected to reflect pupils' interests and also to ensure that key school improvement priorities can be implemented effectively. For example, the topic 'Time Travel' was introduced at St John's with a focus upon Doctor Who, engaging learners and helping to address the school's priority to raise standards in writing at Key Stage Two. As a result, whilst St John's 2015 Year 6 SAT results maintained a 97% Level 4 result, Level 5 saw an increase from 13% in 2014 to 42%. St John's School's 2015 school performance results demonstrate that the academy continues to perform far above the national average at each key phase and year on year. This reflects the academy's capacity to maintain, and build upon, the outstanding quality of provision that enables such high

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

standards to be achieved. This knowledge and experience will be brought to bear upon the work of the new school.

The Headteacher of St John's School introduced St John's pedagogical approach to the primary schools that he has supported as a Local Leader of Education (LLE). In these schools dialogic pedagogy directly impacted upon a sustained improvement in the quality of teaching and learning and pupil progress, and as a result in each case the school's overall judgement improved by at least one, or two, Ofsted categories (i.e. one school moved from requires improvement to good and the other from requires improvement to outstanding, both in 2015).

In ensuring that the curriculum meets the needs of all pupils the school will ensure that pupils from the following groups, including those that are behind and need to catch up and the most able, make at least, or better, progress than other pupils nationally: SEND, BME, LAC/CLA, EAL. This will be achieved through early identification upon entry to the school, regardless of age, and the introduction of suitable support interventions delivered, for example, by the school's Reading Recovery Teacher and Maths Tutor through the School's High Focus Group programme (see page 28 for further details).

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 and Monitoring

Assessment, recording and reporting will follow national requirements and the new school will utilise the same approach to non-statutory testing as St John's School. The following review progress will ensure that success measures and targets are reviewed regularly to improve the school's performance. The school will assess pupil

D2 – measuring pupil performance effectively and setting challenging targets

progress in English and mathematics in Term 2, Term 4 and Term 6. Pupil progress data is analysed by class teachers, the school's Assessment Leader and is reported to the Senior Leadership Team and Local Governing Body three times a year following each Assessment Week. This data is analysed by vulnerable group to ensure that all pupils make rapid progress and where pupils do not, rigorous interventions are put in place. Teachers will similarly assess what pupils know, understand and can do in all of the foundation subjects. This information is passed on to subsequent teachers and is collected and analysed for school self-evaluation purposes by teachers, each of whom will have a curriculum subject responsibility.

Targets

Bishop Hancock School will set targets that have been benchmarked against the available national unvalidated data. At the time of writing, there was no local comparative data available. The Academy Trust's targets are ambitious but achievable within the context of the curriculum and standards of teaching we intend to provide.

- **EYFS:** That at least 80% of children leaving the Early Years will have achieved a Good Level of Development. This is well above the national average (2016: 69.4%) This will ensure that children are ready to access the curriculum in Year 1
- **Year 1 Phonics Screening Check:** That at least 85% of pupils will meet the expected standard. This is above the national average (2016: 80.6%). 100% of pupils who resit the check in Year 2 will meet the expected standard
- **Key Stage 1:** That at least 85% of pupils achieve age related expectations in Reading (R), Writing (W) and Mathematics (M). This is above the national average (2016: R - 74.0%: W - 65.5%: M – 72.9%)
- **Key Stage 2:** That at least 90% of pupils achieve age related expectations in Reading (R), Writing (W), Mathematics (M) and SPAG (Sp). This is well above the national average (2016: R – 66.0%: W - 74.0%: M – 70.0%: Sp – 72.0%)
- **Attendance:** That the school's overall attendance is at least 97.0%. The national average attendance in 2015 was 96.1%. At the time of the submission of this bid there was no national attendance data available for 2016
- **Diminishing differences:** The school will ensure that outcomes for disadvantaged pupils are at least as good as, or are better than, outcomes for all other pupils nationally
- **Personal Development, Behaviour and Welfare and Well-Being:** will be outstanding. The new school will implement St John's rigorous and robust Behaviour Policy. This will establish the systems and procedures that will

D2 – measuring pupil performance effectively and setting challenging targets

ensure that pupils behave well and that learning is not interrupted by low level disruption. There will not be any fixed term or permanent exclusions because interventions to support pupils, such as Pastoral Support Plans, are highly effective, reflecting the successful implementation of the Academy Trust's inclusive vision. Pupils will know how to stay safe, including online because this will be taught both through the school's PSHE and Computing curriculum.

St John's Assessment Leader will be allocated TLR leadership time (1/2 day each week from September 2018 funded by the new school's start up grant) to enable her to implement and monitor the following systems and procedures used at St John's in the new school:

- A thorough and consistent system of assessment, recording and reporting
- A target setting and review procedure
- A rigorous analytical tool for tracking pupil progress

In September 2015 St John's School implemented a new approach to assessment that has been applied consistently across all curriculum subjects. This system will be used in the new school. The approach is based upon the EYFS approach and as such utilises four assessment bands in each year group for each subject. This new assessment system was piloted during the 2014-5 academic year running alongside traditionally levelled assessments, and following a rigorous evaluation was found to be fit for purpose and was implemented in September 2015. The Academy Trust is therefore confident that it will support the development of a robust system of assessment in Bishop Hancock School.

The school will set precise personalised targets for children based on the learning objectives for each lesson and the overarching curriculum. The Academy Trust is confident that this will help improve the focus of pupils' learning as well as the quality of learning outcomes as it has done at St John's. The use of assessment materials in core curriculum areas will support teachers in identifying "high tariff" or aspirational targets whilst assessment in all subjects, including foundation subjects, will support middle leaders to effectively drive school self-evaluation work that itself leads to a sustained capacity to improve.

There will be an equally rigorous and robust system for tracking pupil progress and ensuring target setting is in place, in order to maintain high standards and to improve outcomes. This will include an on-entry and exit baseline assessment for Reception children to ensure that pupil progress in the Early Years is measured.

Teacher guidance will improve the quality of pupils' learning by being consistently formative and reflexive. A continuous reference point for all teachers will be age related expectations for all pupils and swift action will be taken where pupils fall

D2 – measuring pupil performance effectively and setting challenging targets

behind to prevent slippage. This will be achieved through the use of 'High Focus Groups'. Pupils in danger of not making expected progress, that being two progress bands in an academic year, will be placed in a High Focus Group, regardless of ability. Pupils placed in a High Focus Group will receive additional support from both the class teacher and teaching assistants. This system will ensure that no pupil falls behind, regardless of group, and that progress is rapid. Accelerated progress will be expected for individuals where appropriate in order to ensure that they catch up with their peers and so achieve age related expectations. The new school will look to broaden and deepen its provision following the successful model used at St John's. A Reading Recovery Tutor from St John's will be given more hours to provide support and extension for pupils (this teacher has over 30 years primary phase experience and was a member of St John's School's staff team during both of the school's outstanding Ofsted judgements) and a Maths Tutor (a secondary teacher with over 20 years' experience of successfully teaching mathematics at Wellsway Secondary School). These specialist teachers will both support the most vulnerable pupils and will enrich the mastery curriculum by broadening and deepening the learning for the most able. Specialist provision for pupils with SEND will be provided by Aspire, the Academy Trust's special school. These individuals also demonstrate the depth and strength of provision that can be called upon from other Academy Trust schools.

Personal Development, Behaviour and Well Being

We will expect the children at the new primary school to be extremely well behaved in lessons and around school. This expectation will be reflected in the application of St John's school's Behaviour Policy. Simple, but effective agreed golden rules will be displayed widely and reinforced at every opportunity. Pupils will be involved in establishing the rules, therefore they will understand the principles which underpin them. Poor behaviour will not be tolerated and swift action will be taken to support vulnerable pupils and parents, such as implementing a Behaviour or Pastoral Support Plan.

The culture of the school will mean that pupils will be ready to learn and will be engaged in productive activities as soon as they enter the classroom; the expectation will be that the school is a calm and focused learning environment. This will quickly become known and accepted by all stakeholders that this is 'how we do things around here'. We will help children develop their listening and concentration skills and we will expect even the youngest children to show impressive independence, resilience and positive learning behaviours when tackling new learning or challenging tasks.

Teaching will be carefully planned to allow pupils the opportunity to work independently, in pairs and in groups, thereby developing the vital skills of co-operation, team work and self-reliance. Senior leaders will monitor the quality of

D2 – measuring pupil performance effectively and setting challenging targets

teaching and will ensure that appraisal procedures link performance to pay progression. Teachers will be formally observed twice each academic year. They will receive written feedback, highlighting areas of strength and areas for development. Areas for development will be monitored to ensure improvement through verbal feedback provided following unannounced, informal 'blink' observations of no more than 15 minutes. The quality of each teacher's teaching will also be discussed three times each year during pupil progress meetings in Terms 2, 4 and 6. The Director of Primary will be fully involved in school self-evaluation activities, such as work scrutiny and joint observations, to provide accurate judgements on the quality of teaching and learning and to ensure that school improvement strategies are precisely targeted. This will be further validated through an annual external review commissioned on behalf of the Academy Trust Board. These procedures will ensure that teaching is outstanding across the school.

Pupil progress information will be shared with parent/carers at Parent Evenings in Term 2 and Term 4. A written report will be sent home in Term 6. The school will ensure that pupils with specific areas of need, such as those in receipt of an EHC Plan, have more regular opportunities to meet with teaching staff to discuss progress against agreed objectives.

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

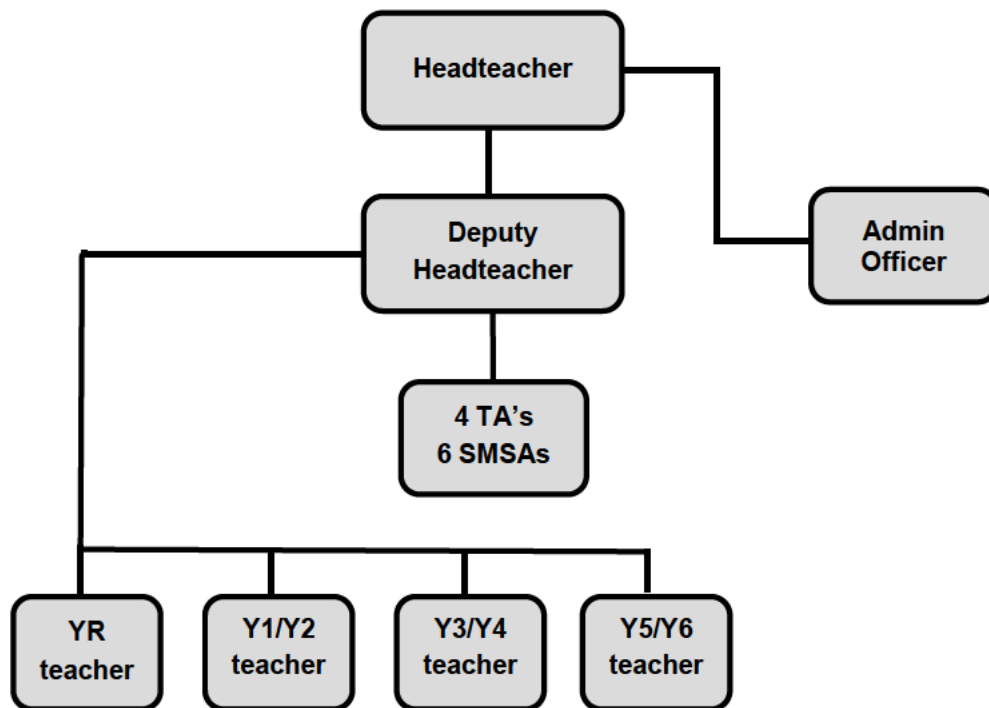
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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- use space provided below; and
- 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

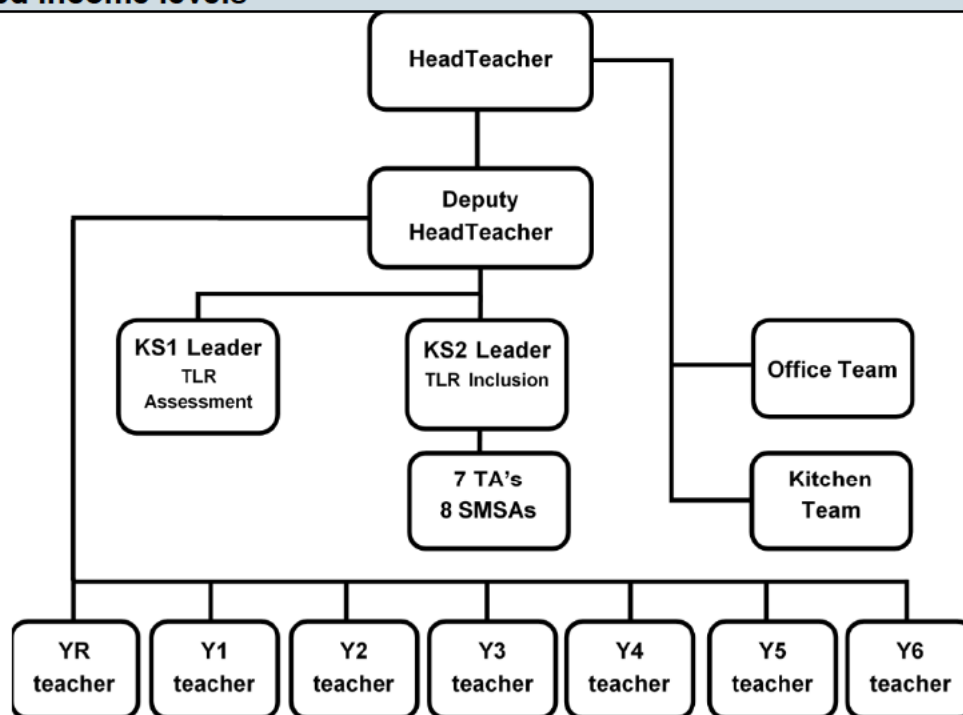
The new school will open with the following staffing structure. This will ensure the effective delivery of the school's curriculum within expected income levels.



The Academy Trust has also devised staff structure contingencies to ensure that it can efficiently address potential foreshadowed problems should they arise.

This model replicates, and will as the school grows, expand upon the existing proven structure at St John's shown below.

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



St John's staffing structure

**The KS1 Assessment and KS2 Inclusion leaders from St John's will initially support/be shared across the new school.*

Staff Growth Model:

As the number of pupils increases, Bishop Hancock Primary School will maintain the same leadership structure, although the number of teachers and teaching assistants required will increase in line with pupil growth. When at full capacity the school will require a teacher FTE of 14 and a commensurate increase in teaching assistant staff.

Staff/Year	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Pupils on Roll	100	175	225	275	300
Leadership Team					
Headteacher (HT)	St John's Headteacher	HT appointed	1	1	1
Deputy Headteacher (DHT)	1	1	1	1	1

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels					
KS1 TLR – Assessment	St John's Assessment Leader	1 TLR appointed	1	1	1
KS2 TLR – Inclusion	St John's Inclusion Leader	1 TLR appointed	1	1	1
Total Leadership DHT and 2X TLRs are also teachers	1	4	4	4	4
Teaching Staff					
Reception Class Teacher	1	1	2	2	2
Y1 Class Teacher	1	2	2	2	2
Y2 Class Teacher			2	2	2
Y3 Class Teacher	1	2	1	2	2
Y4 Class Teacher			1	1	2
Y5 Class Teacher	1	2	1	1	1
Y6 Class Teacher			1	1	1
Total Teaching Staff	4	7	10	11	12
Support Staff					
Administration Staff	1	1	2	2	2
Teaching Assistants	4	7	9	10	11

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

SMSAs	6	6	8	8	8
Total Administration Staff	11	14	19	20	16
Total Staff	16	23	31	33	35

*The total staff number from 2019 is three less than the total of all staff sub groups because the Deputy Headteacher and both TLR post holders hold two roles; a senior leader and as a class teacher. All teaching staff, with the exception of NQTs, will hold middle leader roles as Subject Leaders.

Staff Growth Model Contingencies:

Should pupil numbers be **below** that expected in local authority projections, perhaps only 70% of the numbers expected, the Academy Trust has the following contingency model:

Reception Class

Years 1/2/3

Years 4/5/6

This model requires only three teachers, three teaching assistants and four SMSA, significantly reducing staffing costs but also ensuring that a full curriculum entitlement can be delivered.

Furthermore, if pupil numbers are found to be lower than expected upon opening the Academy Trust will enter into discussions with the Local Authority to request ghost funding for the remaining places. As a final contingency, the short fall in funding can be met through the use of the [REDACTED] start-up grant or will be funded centrally by the Academy Trust.

Staff Roles:

The Deputy Headteacher will also hold a class teacher responsibility, will be Head of Key Stage 1 and the school's Curriculum Leader. Initially, the two TLR posts of Inclusion Leader and Assessment Leader will be purchased from St John's but as the school grows the post will be held by class teachers. This demonstrates the strength of capacity and support that the replication of St John's structures in the new school presents.

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

Inclusivity

The new school will be fully inclusive and accessible. In the case of over subscription, the school will not prioritise practising Church of England families over those that are not. Admissions will be made following the National Schools Admissions Code; there will be no form of selected admission to the school in any way.

The school will:

- Value all children and will aim to promote the full potential of each child
- Ensure that all children have the opportunity to succeed and reach the highest level of personal achievement
- Ensure that through its curriculum and SMSC provision pupils appreciate that people hold different opinions, customs and beliefs. Pupils will be encouraged to develop an understanding of the richness and diversity of world cultures
- Provide an environment that allows children full access to all the areas of learning, making adjustments as necessary in order to meet each child's specific needs

The school, through its Christian foundation and through its curriculum, will ensure that the community knows that the school's culture is one where people are placed the heart of its work and where everyone has 'life in all its fullness'. The school will achieve this through its curricular and extra-curricular provision, drawing upon community resources through such activities as visits to a variety of places of worship, local and historical landmarks and inviting visitors to speak to staff and pupils to teach them about key aspects of life in modern Britain and beyond.

The school will follow the Bath and Wells RE curriculum, Mystery, Awareness and Values. This curriculum teaches about the five main world religions, not solely Christianity, ensuring balance. The scheme promotes the key values and teachings of each world religion and explores similarities and differences between them. This approach makes an important contribution to pupils understanding of what it is to have a faith and also positively promotes an acceptance of difference.

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

Through a daily act of collective worship (20 minutes each morning) pupils will learn what Christians believe. They will have the option to join in prayer by saying 'Amen'. For those pupils that are withdrawn from collective worship, alternative provision of a non-Christian character will be made. All pupils will have the opportunity to use the 'Quiet Garden' and 'Thoughtful Spot' for reflection and contemplation and the school will have a 'thought for the day' which will encourage pupils to reflect on the values and principles that guide thoughts and actions. This will further strengthen the school's SMSC provision and ethos.

The school's Personal, Social and Emotional development programme – the Social and Emotional Aspects of Learning (SEAL) also draws upon ideas from Philosophy4Children (P4C), and explores broader aspects of 'How to Live'. Through the SEAL programme, the school will ensure that pupils have an opportunity to consider both their own feeling and those of others through discussion and drama. This will enable pupils to explore emotions through exploration of practical social situations in life, such as 'Getting on and falling out', 'New beginnings' and 'Going for goals'. This will prepare pupils well for the next stage of their education and for life as they will develop an understanding of how actions impact upon their own emotions and those of others, which in turn will foster an understanding of integration and an inclusive society where all are valued.

The school will develop pupils' understanding of, and 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 and those with none. From the outset the school will establish its own set of core values working with the whole school community. This will at once engage all stakeholders and engage them in setting an important foundation of the schools work. These values will provide an important cross curricular focus for the school community and will form the focus of collective worship themes. These themes will link with both fundamental British and Christian values by teaching how these values have been lived out by famous and everyday people, through important events in British and world history and through stories, including Bible stories. Additionally, the school will promote fundamental British values through themed weeks, such as 'Black History' and 'Rule Britannia!' and key annual events such as the election of its School Council, Green Team (promoting care of the environment) and Worship Team (to enable pupils in Years 5 and 6 to plan and lead collective worship).

Whilst the school will teach tolerance, respect and understanding it will also ensure that it meets its duties in terms of safeguarding. The school will adopt the Academy Trust's rigorous safeguarding and child protection policies, to include E-Safety (taught through the Computing curriculum and an annual E-Safety day) and Prevent (taught through the PSHE curriculum to include teaching pupils about the dangers of radicalisation and extremist views in an age appropriate way). Safeguarding

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

procedures will be audited by the Academy Trust annually. The school will fulfil fully its requirements in respect of safeguarding and the Prevent Duty and all staff and volunteers will receive the appropriate training with regular updates.

The school will ensure that pupils have opportunities to experience social contexts with which they might not ordinarily be familiar with. The school will work in partnership with the Ethnic Minority Achievement Service to identify a partner school in a socially contrasting area. Through joint topics, pupils will travel to each other's schools to take part in workshops that celebrate different cultures, for example, through food, dance, drama and dress.

The school will seek to make links that extend beyond British borders. This will make a significant contribution to pupils' social, moral, spiritual and cultural (SMSC) awareness and understanding. The school will establish a link with 'Brickworks', a Christian charity that is based in Southern Sudan. Brickworks provides an education for disadvantaged pupils in the country. The school will run a curriculum themed week that will teach about Southern Sudan. This will include how life in Southern Sudan is similar and different to life in modern Britain, geographically, historically, culturally, socially and politically. The school will also compare and contrast how the life of a Sudanese Christian is different to that of a Christian in their own locality. This will enable pupils to understand that just as there are differences between world faiths, there are also differences between the ways in which those that share the same faith live. The School Council will organise fund raising events for Sudanese children, will host visitors from Sudan, such as the Bishop of Yea through St John's Church and will establish a pen pal relationship with a Sudanese child. This will make a significant additional contribution to pupils SMSC learning.

Governors will seek to ensure that the profile of both the governing body and staffing structure of the school is representative of the locality and promotes the richness of cultural diversity that exists in modern Britain. School leaders and governors will ensure that the school's policies promote the diversity of modern Britain and fundamental British values. For example, the school will have a school uniform policy that is sympathetic to the requirements of different religious views whilst enabling all pupils to feel that they belong to a 'school family'. The school's food policy will similarly ensure that the daily menu has options for vegetarians/vegans, those with specific religious requirements or dietary needs. This will be achieved through liaison with the Academy Trust's Executive Chef. The school buildings and entrance will be fully accessible for people with physical difficulties.

Bishop Hancock Primary School will play a central role in helping to establish a new community in East Keynsham. The school will take every opportunity to fulfil this role through the curriculum, extra-curricular activities and through encouraging the residents to participate in school events, whether directly linked to the school or not.

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

This in turn will help the children to develop a sense of responsibility and belonging and be proud of their community and local area.

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

The rationale for the free school is as follows:

1 Basic Need

Keynsham Town is experiencing extremely high and rapid demographic growth. There is currently a shortage of primary school places in the town and this is projected to increase significantly between 2016 and 2020. The table below (*extract from Bath and North East Somerset places data*) demonstrates the growth in pupil projections over the next 5 years.

Year group	R	1	2	3	4	5	6	PUPIL GROWTH
2015	266	220	208	223	222	198	216	May Census Actual
2016	248	268	222	215	225	224	200	Projected Pupils
2017	258	250	270	229	217	227	226	Projected Pupils
2018	246	260	252	277	231	219	229	Projected Pupils
2019	251	248	262	259	279	233	221	Projected Pupils
2020	284	253	250	269	261	281	235	Projected Pupils
	50	50	50	50	50	50	50	+ new Housing
	334	303	300	319	311	331	285	Total Projected Pupils
	68	83	92	96	89	133	69	Total increased from 2015

In order to meet recent and current demand, both Castle Primary School and St John's Church of England Primary School have admitted bulge year cohorts to meet basic need in the town. In September 2015, St John's Church of England Primary School received 136 applications for its 30 places and as a result of existing basic need in Keynsham South agreed to take an additional class for one year only, a bulge year, so admitting 60 children. Saltford Church of England Primary School received 126 applications for its 60 places and as a result has agreed to increase its PAN to 60 from September 2016 and St Keyna Primary School also accepted an additional class of 30 children in September 2016.

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

Castle Primary School is currently under expansion and building works are underway to enable the school to move from a 210 place to a 420 place primary school in September 2017. All of these contingency arrangements are in response to current basic need and exhaust the options available to the Local Authority in terms of existing schools increasing their PAN. A new school is therefore required.

The primary schools in Keynsham Town received the following number of applications in September 2016:

<u>Keynsham East:</u>	PAN	Applications
Chandag Infant School:	60	136
Chandag Junior School:	68	65
Salford Church of England Primary School:	60	126
<u>Keynsham South:</u>	PAN	Applications
Castle Primary School	30	79
St Keyna Primary School	60*	66
St John's Church of England Primary School	30	136

The data demonstrates that of the three most popular schools in the area, two are the Church of England Primaries.

The shortage of primary school places is set to increase as there are four large housing developments either under construction or planned for the town between 2016 and 2020, further increasing the level of basic need as follows:

The first is a development of 800 dwellings on the Somerdale site; previously the site of the Cadbury's Chocolate Factory. The development was started in May 2015 and is already generating basic need for primary school places. When complete it is anticipated that there will be a need for c.347 additional primary school places. A new 210 place single form entry primary school has been approved and is to be built on the site to meet basic need and is to be opened by Educate Together. However, the number of places that are required will exceed those that the new Somerdale school can provide, further contributing to the need for an additional, two form entry school.

The second housing development is K2, a development of 500 dwellings to be built in South Keynsham. It is anticipated that this will be completed in early 2017 generating a need for c.177 primary places by 2020. As the nearest

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

school to the development, Castle Primary School will permanently increase its PAN from 30 to 60 to provide for basic need created by the additional housing units.

There is to be a third housing development in Keynsham East that will provide further dwellings in two phases. The first phase will provide 250 dwellings with occupancy commencing February 2018, and a further 200 units in phase two. Projections show that these developments will generate a need for c.116 primary places by requiring an additional two form entry primary school to serve the Keynsham East area from September 2018.

It is anticipated that a total of approximately 630 additional primary school places will be required as a result of these residential developments. The Somerdale site school, to be operated by Educate Together, will provide 210 places. This proposed two form entry Bishop Hancock Church of England Primary School will provide a further 420 places, providing the required 630 new school places in the town.

The table below (*extract from Bath and North East Somerset places data*) shows the increasing capacity being made available from current plans to extend existing schools, take bulge years and build a new one form entry school.

Year Group	R	1	2	3	4	5	6	PLANNED PLACES INCREASE
2015	270	230	220	222	233	202	208	Places
2016	270	270	240	228	222	253	202	Places
2017	270	270	270	248	228	222	253	Places
2018	270	270	270	278	248	228	222	Places
2019	270	270	270	278	278	248	228	Places
2020	270	270	270	278	278	278	248	Places
	0	40	50	56	45	76	40	Total increase from 2015

But this leaves a further short fall as follows:

Total current primary capacity across Keynsham =	1585 places
Total planned capacity (i.e. new places approved) =	1892 places
Total pupil predictions for 2020 =	2183 pupils
Additional capacity needed by September 2020 =	291 places

(Bath and North East Somerset places data - primary pupil projection for the Keynsham and Salford Primary Planning Area)

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

Year Group	R	1	2	3	4	5	6	CAPACITY v DEMAND
2015	266	220	208	223	222	198	216	May Census Actual
	270	230	220	222	233	202	208	Places
2016	248	268	222	215	225	224	200	Projected Pupils
	270	270	240	228	222	253	202	Places
2017	258	250	270	229	217	227	226	Projected Pupils
	270	270	270	248	228	222	253	Places
2018	246	260	252	277	231	219	229	Projected Pupils
	270	270	270	278	248	228	222	Places
2019	251	248	262	259	279	233	221	Projected Pupils
	270	270	270	278	278	248	228	Places
2020	284	253	250	269	261	281	235	Projected Pupils
	270	270	270	278	278	278	248	Places
	50	50	50	50	50	50	50	+ Housing
	334	303	300	319	311	331	285	Total Projected Pupils
	270	270	270	278	278	278	248	Places
	-64	-33	-30	-41	-33	-53	-37	+/- Places

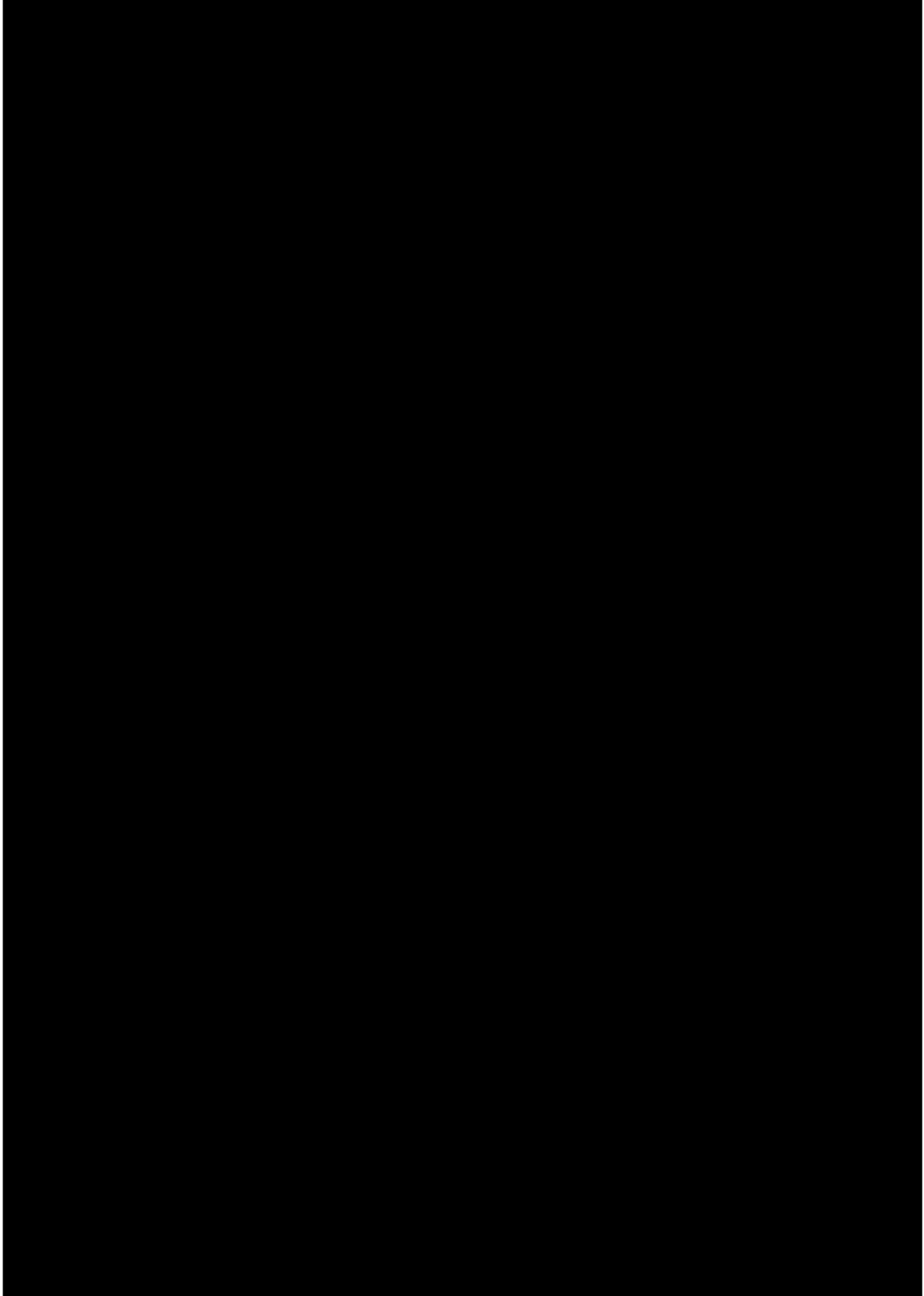
This shows that:

- There already exists an acute insufficiency in the number of primary school places in Keynsham Town and that this level of insufficiency is set to become chronic in Keynsham East, where Saltford Church of England Primary School has already agreed to increase its PAN, when the new housing development is built in the area. There is a demonstrable need for a new, 420 place primary school in Keynsham East.
- The local authority has confirmed that Saltford Church of England Primary School is the only school that is suitable for expansion in the Keynsham East area. Chandag Infant School and Chandag Junior School share a land locked site with Wellsway Secondary School and IKB Studio School. It is therefore necessary that a new school is provided on a new site.

Bath and North East Somerset (BANES) Council approached the Academy Trust with a request that it bids to open a free school on the Keynsham East site to meet projected basic need. The Trust is BANES' preferred provider.

The image below shows the location of the new housing development and the proposed new Bishop Hancock Church of England Primary School. A full page plan is given at Annex 1 XXXXXXXXXX

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



2 Church of England school places

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

There is an existing strong preference in both Keynsham East for Church of England primary school places and demand currently outstrips the number of places available.

The proposed Church of England Primary School would provide a greater level of choice for families in the area, more of whom could access Church of England school places, whilst Castle Primary School, St Keyna Primary School will continue to provide non-faith based options in Keynsham South and Chandag Infant and Chandag Junior Schools will continue to provide similarly non-faith based provision specifically in the Keynsham East area. Furthermore, the new primary school to be opened by Educate Together on the Somerdale site, which will have a very specific yet different approach to a faith school, will provide families with a further option in Keynsham Town.

Within Keynsham there are currently 6 primary phase schools providing 1585 primary places, of which just 39% are Church of England based. This percentage will reduce as the first new school (Somerdale) comes on stream which will not have a Church of England ethos. The significant current over-subscription of the two existing Church of England schools by over 170 places demonstrates the need for more Church of England primary places.

Therefore, to open a Church of England Primary school would meet local demand for additional faith based school places complementing the non-faith options that already exist in Keynsham Town and creating a balance that would reflect a 50:50 set of choices for those families that would like a faith based school placement and those that would not.

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

In putting together this bid we have engaged extensively with the local authority, all existing schools in the East Keynsham area, the Diocese of Bath & Wells and the Parish of Keynsham. We have liaised closely with the South West Land Manager for the developer, Mactaggart and Mickel Homes, to ensure we understand the nature of the development being proposed.

The Trust has a strong presence in the locality and an excellent reputation. Places in Wellsway School are highly sought after and housing in the area attracts a premium for this reason. Local estate agents use the line 'In the catchment area for Wellsway School' when advertising property in the East Keynsham area. The proximity to Wellsway School, further strengthened by the close partnership between Bishop Hancock School, St John's Primary School and Wellsway School, will help to ensure the school is popular and full.

We work closely with all the schools in Keynsham as part of the Keynsham Area Family of Schools (KAFOS) and will engage fully with this group in the pre-opening phase. The school's headteacher will be a member of this group once in post. All schools within KAFOS are well aware of our bid and all are fully supportive of it.

Once the new housing estate starts to be built, we will engage fully with the developer to market the school through a display in the development office/show home and a piece in any promotional literature they produce. We will seek to establish a Community Forum at the earliest opportunity to involve the local community and prospective families in the development of the school. We will also use existing school communication channels to promote the school in the local community and will ensure regular and informative updates are shared. These channels include newsletters, websites and social media. We will put information about the school into local doctor's surgeries, dentists and in the Keynsham Library and Community Centre and will use our PR consultation to place regular articles into local papers, such as The Keynsham Voice, Bristol Post and Bath Chronicle, to ensure a broad coverage in the wider area. We will take care to communicate a clear message that the school will be diverse and inclusive, open to all parts of the local community and not just those who are not members of the Church of England.

Given the proximity of the development to Wellsway Sports Centre, we will also seek to develop strong sporting links and will promote our gym membership scheme which enables the local community to use the fitness site and join gym classes. We will also explore the possibility of managing the sports facilities that are part of the new development, through our trading company, using our Sports Centre management team.

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)
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NB. The timings given are given as averages and are flexible according to the needs of the programme. They are based on our prior experience of opening new schools.

F1 (a) Skills and experience of your team

Wellsway Multi Academy Trust has considerable experience of sponsoring and opening new schools and will use this experience to manage the process of opening the proposed new primary school in East Keynsham. The core project team, with the exception of the Director of Primary, were all part of the team responsible for opening the IKB Studio School that opened on the site of Wellsway School in Keynsham in September 2015. This included managing the building programme for the £4m new build.

As a Keynsham based trust, we will be at an advantage in terms of local knowledge and expertise and will be able to call on the full range of resources and expertise within the trust to deliver the project. The benefits of this in both the pre and post opening phases are considerable.

Our pre-opening core team will comprise:

[Redacted]

[Redacted]

[Redacted]

F1 (a) Skills and experience of your team

[Redacted text block containing multiple paragraphs of information, all obscured by black bars.]

F1 (a) Skills and experience of your team

[Redacted]

[Redacted]

[Redacted]

We will also call on the services of the following companies and individuals that the Trust uses through an existing SLA or retainer:

Stone King Solicitors, Bath

Bishop Fleming Accountants, Bath

Mango – Marketing & Design Agency, Bristol – to produce log, branding materials etc.

[Redacted]

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
Governance	Local Governing Body	i) Recruit six governors to the shadow LGB through initial adverts in the Keynsham Voice, school newsletters, St. John's Church parish newsletter and in consultation with the Diocese – by September 2017 ii) Governor appointments will be scrutinised and confirmed by the Academy Trust's Remuneration and selection Committee iii) Hold elections for 3 parent governors on opening (September 2018) iv) Hold elections for two staff governors on opening (September 2018)
HR	Trust Board	In setting up the revised Board structure we will need to recruit a Trustee with an HR background and a Trustee with a background

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
Estates/Premises		<p>in Estates/Premises management. For both posts we will be looking to recruit individuals who have senior commercial experience in these areas, with appropriate professional qualifications e.g. CIPD and RICS.</p> <p>We will advertise these roles within the local area, use our existing local networks and engage with the Academy Ambassadors service to find suitable individuals with the capacity to commit fully to the role.</p> <p>Trustee appointments will be scrutinised and confirmed by the Members</p>

[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

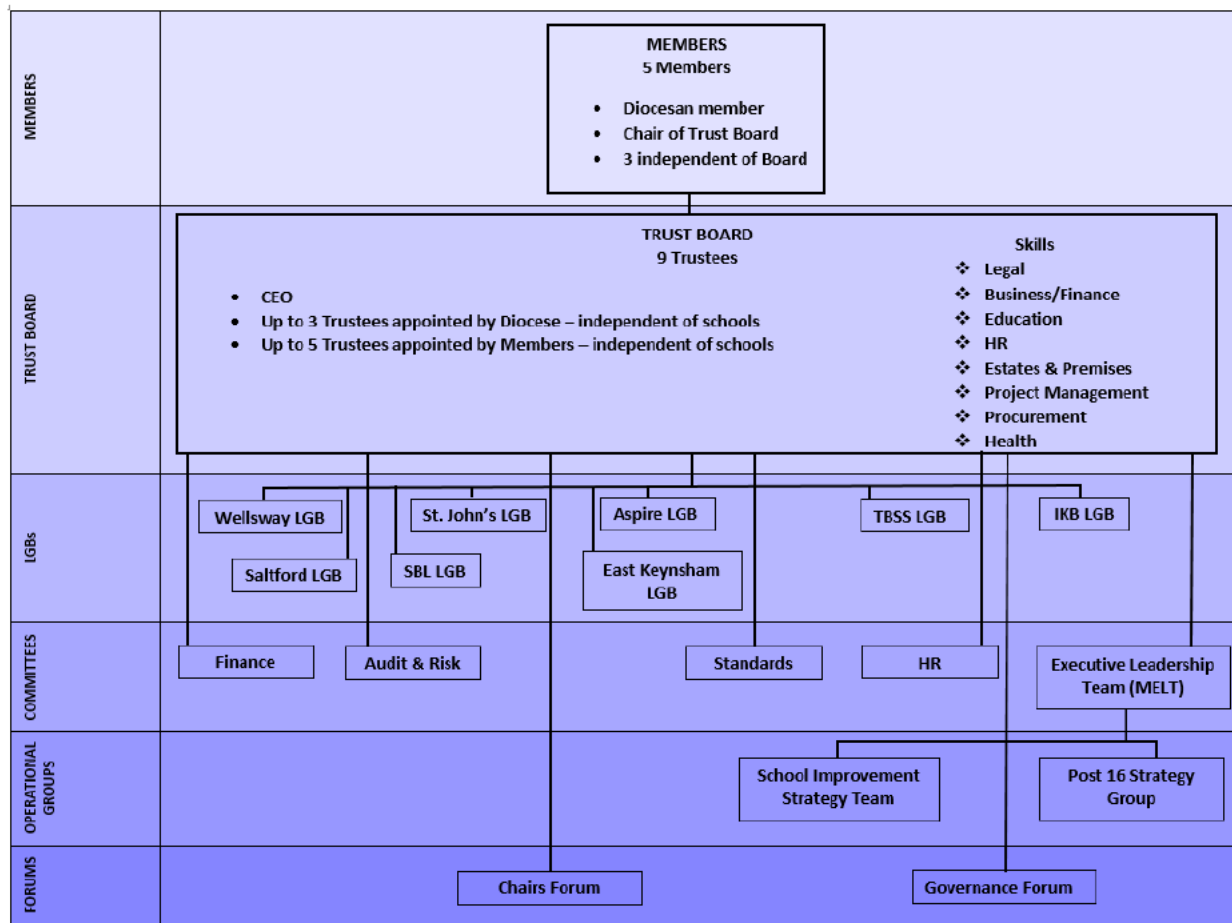
All applicants will need to complete this section in full for each school they wish to open. Please:

- 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 current governance structure is as follows:	
MEMBERS	<div style="border: 1px solid black; padding: 5px;"> <p>MEMBERS 4 Members</p> <ul style="list-style-type: none"> • Diocesan Member • Chair of Trust Board • Chair of Audit & Risk Committee • Chair of Finance & Resources Committee </div>
TRUST BOARD	<div style="border: 1px solid black; padding: 5px;"> <p>TRUST BOARD 12 Trustees</p> <ul style="list-style-type: none"> • CEO • 4 Trustees appointed by Members • Chairs of Governors: <ul style="list-style-type: none"> • Wellsway • St. John's • Salford • TBSS • IKB <p style="text-align: right;">Skills</p> <ul style="list-style-type: none"> ❖ Education ❖ Business/Finance ❖ Health ❖ Project Management ❖ Procurement ❖ Legal </div>
COMMITTEES	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px;">Finance & Resources</div> <div style="border: 1px solid black; padding: 2px;">Audit & Risk</div> <div style="border: 1px solid black; padding: 2px;">Remuneration & Selection</div> </div> <p style="text-align: right; font-size: small;">Committees chaired by a Trustee, membership drawn from Board and LGBs</p>
LGBs	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; font-size: x-small;">Aspire LGB</div> <div style="border: 1px solid black; padding: 2px; font-size: x-small;">IKB LGB</div> <div style="border: 1px solid black; padding: 2px; font-size: x-small;">St. John's LGB</div> <div style="border: 1px solid black; padding: 2px; font-size: x-small;">SBL LGB</div> <div style="border: 1px solid black; padding: 2px; font-size: x-small;">Salford LGB</div> <div style="border: 1px solid black; padding: 2px; font-size: x-small;">TBSS LGB</div> <div style="border: 1px solid black; padding: 2px; font-size: x-small;">Wellsway LGB</div> </div>
<p>We are moving towards a new structure in which the Trustees will be independent of the schools in the trust. This will ensure there is a clear distinction between local governance and the trust board and greater scrutiny. Likewise, the new structure will provide a greater separation between members and trustees with only the Chair of the Board having a dual role as a member and a trustee.</p>	

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

This aim is to have this new structure fully in place by April 2017. From this date the structure will be as follows:



The Director of Primary and Business Director will attend Board meetings, as officers of the Academy Trust, to account for their areas of operation, but will not be involved in decision making.

The Board's committees will be chaired by a Trustee with members drawn from the Board and from the LGBs, chosen for their skill and experience. The Board will carry out an annual skills audit to ensure that each committee has an appropriate level of expertise.

To ensure independent challenge to the CEO the Board commissions independent educational reviews of each of its schools. For good and outstanding schools this review is biennial; for schools requiring improvement or in a category, this review is annual. The review looks at all aspects of the Ofsted framework and also judges the impact of the Academy Trust on school improvement.

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

To ensure independent challenge to members and trustees, the Board will commission an independent audit of the Board's effectiveness in line with the format currently being developed by the DfE.

The Trust's Audit and Risk Committee meets quarterly and will have oversight of the risk register for the new school. The school will be subject to the Board's programme of internal audit visits that are bought-in to ensure independence.

Conflict of interest is overseen by the Audit and Risk Committee that requires the Clerk to keep a register. Every member, trustee, governor and senior employee has to submit a Declaration of Interest form annually and she/he is required to update it should circumstances change during the year. Declaration of Interest is a standing agenda item at every Board, committee and LGB meeting and trustees, governors and senior employees are required to declare any personal, pecuniary or business interests they have in relation to the areas being discussed on the agenda (including any material interests arising from close family relationships).

To the best of our knowledge we do not anticipate there being any specific conflicts of interest nor are any financial transactions likely to take place between any member/trustee (or a connected party/business) and the academy.

The Academy Trust has identified a suitable individual to take on the role of Chair of the LGB for the proposed new school. This person is [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

On behalf of the Trust Board, [REDACTED]
[REDACTED]

WMAT LGBs consist of twelve governors. The aim will be to set up a shadow LGB of seven governors, to commence operation by July 2017, and to fill the five remaining places through the election of parent and staff governors at the earliest opportunity. The final decision on the appointment of governors to the shadow LGB will rest with the Remuneration and Selection Committee, who will use the Board's Governance Audit Tool to ensure the LGB contains a broad range of expertise and skills.

The Trust Board will give due consideration to the Scheme of Delegation and will tailor it appropriately to this LGB, using the principle of 'Earned Autonomy'.

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

The following information on shared services and our intended ‘campus approach’ is integral to the financial viability of the proposed new school.

Shared Services

WMAT provides a wide range of core shared services to all its academies, for which a charge of 4% of levied; this is included in the budget plan. Shared services fall broadly into two categories, business support and education support.

Business support includes the following:

- legal and audits
- heads of Business, Premises, IT, HR and Finance
- Health and safety and other aspects of statutory compliance

Education support includes:

- Director of Primary

G1 – budget planning and affordability

1. The core school staff is being kept to the minimum required to provide high quality teaching in an excellent learning environment. There will be 10 full time staff in year one (excluding the Headteacher, who is funded centrally in year 1 and lunchtime assistants), including a Deputy Headteacher who will be able to deputise for the Headteacher if necessary. The other three primary phase schools in the Trust are all located within a 5 minute drive of the new school, providing an additional level of support to the school team. This very lean structure is possible as the Director of Primary will take on Headteacher responsibilities in the first year, with additional support in attendance, inclusion and assessment coming from other WMAT staff.
2. The Academy Trust will provide the majority of support services that the school will require, which can be adapted to the number of pupils on roll and school income. For example, as catering will initially be provided in house from Wellsway School, there will be no fixed costs associated with an outsourced contract, and the school will only pay for the number of meals delivered.
3. It is planned that the school will open with vertically streamed classes in the first and second years of operation, moving to separate classes for each year group in the third year and beyond. However this is a flexible model and if pupil admissions fall below expected numbers, vertical streaming can be extended into the third year of operation and beyond as necessary. In the first year of operation, should expected numbers not be reached, the school could open with a separate reception class and two vertically streamed classes, the first comprising years 1, 2 and 3 and the second comprising 4, 5 and 6, instead of the two year group streaming reflected in the model. This would reduce the staff requirement by one teacher and one teaching assistant.
4. Should the new building not be completed on time we will open the school in temporary accommodation on the Wellsway site, i.e. adjacent to the permanent site and within easy walking distance of the new housing.
5. As the school will be located in the heart of a new residential community, the Trust would expect for the land and buildings to be used by community groups. Income from associated lettings would be used to enhance the school's offer, in the absence of a surplus from the main sources of funding. The Academy Trust has set up a trading company to provide the platform for such activities.

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

CV template		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	

CV template		
	per student for level 3 qualifications.	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

Self-assessment form for independent schools

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

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

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

Governance self-assessment

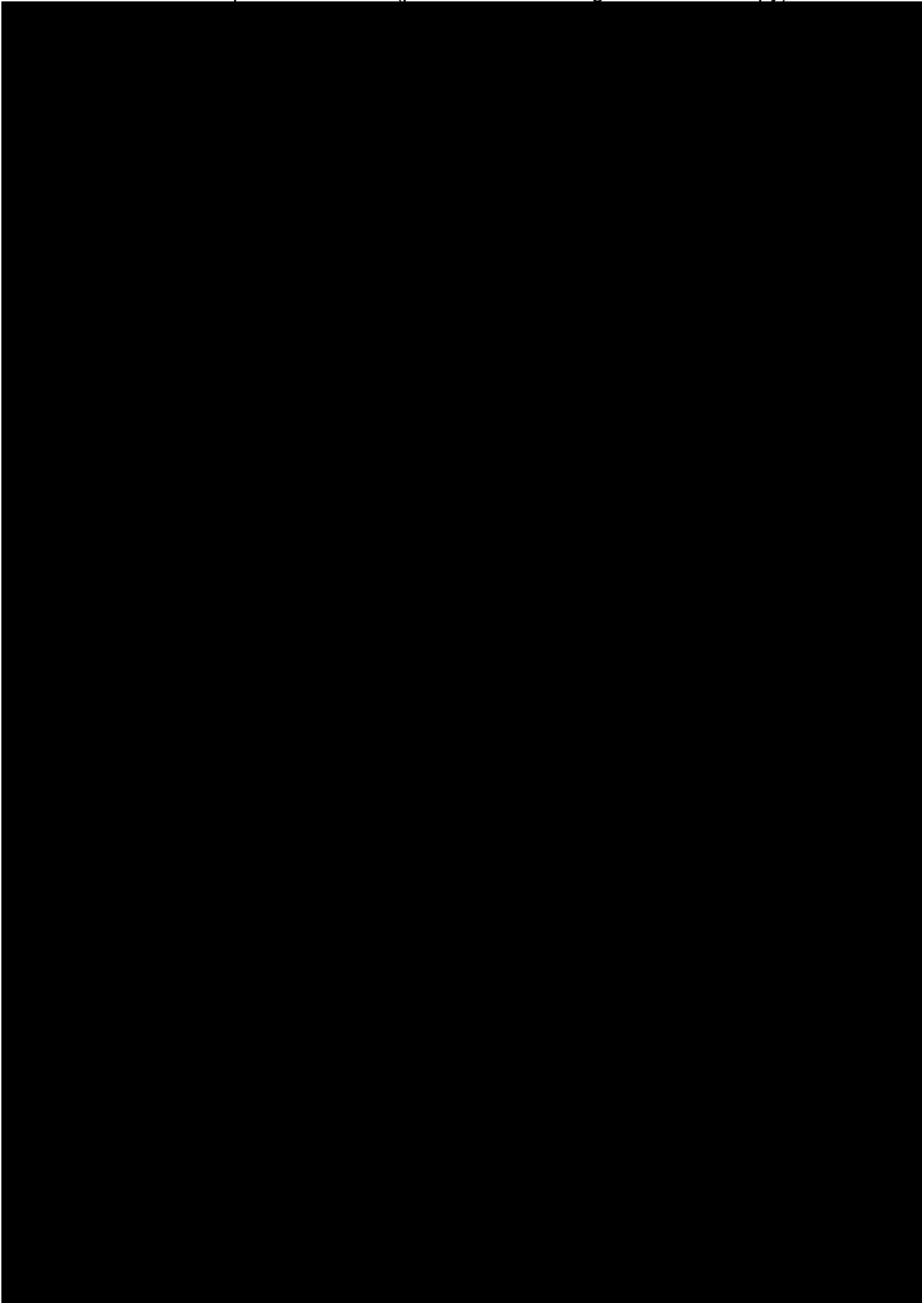
Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/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

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

Annexes Document

1. Location Map for new School
2. Wellsway Multi Academy Trust CPD offer
3. Wellsway Multi Academy Trust Primary offer
4. Evidence of Need
5. Evidence of Parental Engagement
6. RSC Support letter
7. Diocese support letter
8. CVs

Annex 1 – Location Map of School site (please also see large scale hard copy)



Annex 2 - Wellsmat Multi Academy Trust CPD offer



Continuous Professional Development and Learning (CPDL) Offer Brochure

2016/17

In designing the CPDL offer contained in the brochure, the following guiding principles were followed:

1. Continuous Professional Development and Learning (CPDL) should be a professional learning process that focuses on improving student outcomes and which all staff (teaching and support) undertake as a result of planned, appropriately differentiated and collaborative learning opportunities.
2. These CPDL opportunities should take account of needs of all individuals, linked to their roles in school, their career stage and their career aspirations
3. The CPDL opportunities should be informed by national and international research evidence on what constitutes effective CPDL. The emerging evidence indicates that effective CPDL:
 - a. leads to improvements in teaching and learning
 - b. focuses upon clear outcomes and increasing opportunities for students
 - c. is well-led and carefully planned
 - d. is informed by evidence and involves creating evidence through improvements in outcomes for students
 - e. is collaborative, sustained over time, with skilled expert inputs and facilitation
 - f. includes the development of leadership

4. CPDL activity should be delivered collaboratively through effective partnerships within the school and through the school's relationships with other partners, including other Trust members, HEIs and other partnerships within the local area.

5. All staff are entitled to high quality CPDL opportunities and the CPDL should be owned by those undertaking it. This expectation is explicitly stated in the updated (2013) Teachers' Standards. 'Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all key stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice and to receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they can demonstrate in meeting the standards.'

For further details of international research into effective CPDL, the Teacher Development Trust has produced a very helpful summary report entitled 'Developing Great Teaching : Lessons from the international reviews into effective professional development'. This report can be found at:

<http://tdtrust.org/about/dgt>

In this brochure you will be able to see the CPDL offer available from each school within the Trust. Colleagues are welcome to request to join the activities on offer in other schools. If you wish to do so, please contact

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CONTENTS

Section A

Page 3	Core introduction into the Trust for new appointees
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Section B

Page 4	Trust Continuous Professional Development opportunities
Page 4	WMAT Agreed Training Days 2016 - 2017
Page 4	WMAT Annual Conference – Monday 31 October 2016
Page 4	WMAT Agreed Trust Network Meetings 2016 - 2017
Page 5	WMAT agreed CPD collaborative sessions 2016 - 2017
Page 5	WMAT Leading Teachers’ Programme 2016 - 2017
Page 6	WMAT Specialist Leaders of Education Programme 2016 - 2017
Page 6	WMAT NQT Induction Year Programme 2016 – 2017
Page 6	WMAT Recently Qualified Teachers’ Programme 2016 - 2017

Section C

Page 7	The CPDL offer from each partner school
Page 7	Aspire Academy
Page 7	Bath Studio School
Page 7	IKB Studio School
Page 8	St John’s CEVC Primary School
Page 8	Salford C of E Primary School
Page 8	Sir Bernard Lovell Academy
Page 10	Wellsway School

Section D

Page 12	Further WMAT training opportunities
Page 12	Training for Support Staff
Page 13	Training for Middle Leaders a) Curriculum leadership b) Leadership of Care and Guidance
Page 14	Training for Senior Leaders a) Aspiring Senior Leaders b) Current Senior Leaders
Page 14	Trustees and Governors

SECTION A

Core introduction into the Trust for new appointees

All colleagues newly appointed to the Trust will receive a programme of induction, which will be in addition to the tailored programme provided by each school within the Trust.

The programme includes:

- a guarantee of two days in the first year to shadow the work of experienced colleagues undertaking a similar role in other Trust schools
- an induction pack
- access to formal and informal networks with colleagues undertaking similar roles across the Trust

In addition for NQTs the programme includes:

- support from [redacted]
- three WMAT NQT Induction sessions based at a school within the Trust
- access to appropriate NQT Induction sessions based at Wellsway School
- access to the Cabot Learning Federation NQT Conference in January 2017.

Upon successful completion of the induction year:

- a Presentation and Graduation Ceremony with invited colleagues and guests.

School Induction Tutors are:

[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]



Please see page 6 for overview details of the WMAT NQT Induction programme 2016 – 2017 and the full WMAT NQT Induction Programme 2016 – 2017 which accompanies this booklet. Copies of the latter are held by WMAT Induction Tutors and NQT subject mentors.

**SECTION
B**

Trust Continuous Professional Development opportunities

During the course of 2016 – 2017, there are a number of opportunities when colleagues across the Trust can meet and engage in professional development opportunities. These are:

1. Six agreed training days across the Trust

WMAT Agreed Training Days 2016 – 2017

1	Thursday 1 September, 2016
2	Friday 2 September, 2016
3	Friday 21 October, 2016
4	Monday 31 October, 2016 (WMAT Conference)
5	Monday 20 February, 2017
6	Friday 21 July, 2017 (Disaggregated)

Please note there is an exception to the above. Both Aspire Academy and St John’s CEVC Primary School have identified Monday 24 April, 2017 as a Training Day instead of Friday 21 October, 2016.

2. The Annual WMAT Conference

WMAT Conference, Monday 31 October 2016, Wellsway School and IKB Studio School

The second Trust Conference will take place at Wellsway School and IKB Studio School on Monday 31 October. This annual event gives delegates the opportunity to hear from [REDACTED] representatives from our HEI partners and speakers with an established national reputation in improving outcomes for children and young people. The title of this year's conference is '**Leading Learning Together : the learners of today and the leaders of tomorrow**'.

In addition to the keynote addresses, delegates will be able to select from a wide range of workshops, planned and delivered by colleagues from the Trust as well as external providers. There will also be WMAT Subject and Team Network Meetings during the course of the Conference, led by experienced curriculum and team leaders within the Trust, as well as many opportunities for informal networking to occur.

3. Six agreed Subject Network Meetings

WMAT Agreed Trust Network Meetings 2016 - 2017

These sessions take place from 3:45 – 5:15 p.m and subject groups will be based alternately at Wellsway and Sir Bernard Lovell Academy.

Session 1	Tuesday 20 September, 2016	Sir Bernard Lovell Academy and Wellsway School
Session 2	Monday 31 October, 2016	WMAT Conference at Wellsway and IKB Schools
Session 3	Monday 7 December, 2016	Sir Bernard Lovell Academy and Wellsway School
Session 4	Wednesday 18 January, 2017	Sir Bernard Lovell Academy and Wellsway School
Session 5	Monday 3 April, 2017	Sir Bernard Lovell Academy and Wellsway School
Session 6	Wednesday 14 June, 2017	Sir Bernard Lovell Academy and Wellsway School

These are occasions during the year where colleagues undertaking similar roles in schools across the Trust have the opportunity to come together, to share expertise and best practice. They are facilitated by an experienced leader from a school within the Trust, with the aim of sharing the latest thinking and research into effective practice nationally and internationally, as well as for colleagues in Trust schools to showcase innovative and effective practice from their own teams.

The WMAT Subject Network Meetings have three principal aims:

- to establish and maintain networks of professional relationships, which will nurture and sustain developments across teams within the Trust;

- to develop professional knowledge of local, regional and national developments which will impact upon the work of teams within the Trust;
- to widen the repertoire of skills available to individual members of these networks, by facilitating the sharing of effective practice.
-

The precise agendas for the WMAT subject network meetings are determined by the relevant Leading Teachers and Lead Professionals but are likely to contain some, or all, of the following:

- Horizon scanning** what is happening, or is likely to happen, which will impact upon our roles?
- Practice sharing** where members of the network are given a forum to demonstrate an innovation which has had a positive impact upon outcomes for students
- Resource sharing** where members of the network pool professional knowledge of resources to support the work of teams within partner schools.

Minutes taken from all meetings are shared with the CPD Manager who formalises and circulates them to CPD Leads within all Trust schools. CPD Leads in turn forward them to relevant SLT subject line managers.

4. WMAT identified CPD sessions common to all schools

WMAT agreed collaborative sessions (3:45 – 4:45 p.m)

Date	Possible focus	Location
Weds 21 September 2016	Trust teachmeet / middle management training (1)	Tbc
Weds 19 October 2016	Trust teachmeet / middle management training (2)	Tbc
Weds 8 March, 2017	Trust teachmeet / middle management training (3)	Tbc
Weds 10 May, 2017	Trust teachmeet / middle management training (4)	Tbc
Weds 21 June, 2017	Trust teachmeet / middle management training (5)	Tbc

- The focus and content of the above to be decided by CPD Leads across the Trust working together.

5. The Leading Teachers' Programme

WMAT Leading Teachers 2016 – 2017

The Leading Teachers' Programme is in its second year of operation and there are currently 13 WMAT Leading Teachers providing a significant resource for the continuous improvement of teaching and learning across the Trust's Schools. Leading Teachers have a proven track record of working effectively as a good/outstanding teacher and so understand what constitutes good or outstanding teaching. Having the ability and confidence to communicate this they support in the establishment of new and innovative working practices. They have undertaken a process of application and selection, before receiving training in the role provided by the Trust's senior leaders and consultants.

Leading Teachers work alongside colleagues who are referred by their line managers/CPD Lead to address specific areas of classroom practice which need further development. This process is confidential and approached through a blend of coaching, mentoring and action – research activities. The support is tailored to the individual needs of the teacher being coached. Leading Teachers also have key roles in their coaching to support colleagues in the move from good to outstanding and in their leadership of the Subject Network Meetings including sharing research and developments in the subjects.

Any enquiries about the Leading Teachers' programme should be directed to [REDACTED]
[REDACTED]

6. The Specialist Leaders of Education Programme

WMAT Specialist Leaders of Education Programme 2016 – 2017

This is the first year of operation for WMAT Specialist Leaders of Education programme and there are currently five SLEs, accredited by The Cabot Learning Institute. As with Leading Teachers, their role is Trust wide. SLEs will work effectively within schools, using coaching and other facilitation skills successfully to bring about sustained improvements. Their focus is to both support leaders within schools and / or teams and to grow leadership capacity in others.

7. WMAT NQT Induction Year Programme

8.

WMAT NQT Induction Year Programme 2016 – 2017

This programme operates in conjunction with individual Trust School's support sessions.

**** There will be more than one lesson observation carried out each term**, by a variety of colleagues including members of SLT, Induction tutor, subject mentors and colleagues. One **formal lesson observation each term** to be forwarded to WMAT CPD Manager to support quality assurance and evidence for regular reporting to MELT.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
01/09/16 – 21/10/16	31/10/16 – 16/12/16	03/01/17 – 10/02/17	20/01/17 – 07/04/17	24//04/17 – 26/05/17	05/06/17 – 21/07/17
Full day WMAT NQT Induction Conference (1)	WMAT Conference Workshop sessions for NQTs.	Full day WMAT NQT Induction Conference (2)	Half day WMAT NQT Induction Conference (3)		Half day WMAT NQT Presentation and Graduation
**At least one formal lesson observation	**At least one formal lesson observation	**At least one formal lesson observation	**At least one formal lesson observation	**At least one formal lesson observation	**At least one formal lesson observation
WMAT ongoing induction prog. (see p 10 - 11)	WMAT ongoing induction prog. (see p 10 - 11)	WMAT ongoing induction prog. (see p 10 - 11)	WMAT ongoing induction prog. (see p 10 - 11)	WMAT ongoing induction prog. (see p 10 - 11)	WMAT ongoing induction prog. (see p 10 - 11)
	Visit to a Trust School	CLF (January) Training Day opportunity			Visit to a Trust School
	Assessment 1 CPD Manager → Appropriate Body		Assessment 2 CPD Manager → Appropriate Body		Assessment 3 CPD Manager → Appropriate Body

The details above are available in more detail in the term by term WMAT Induction Overview which is available as a separate document and has been forwarded to all CPD Leads and Induction Tutors.

9. WMAT Recently Qualified Teachers' Programme

This programme is currently under discussion and further information will be available shortly.

The CPDL offer from each partner school

Aspire Academy

Aspire Academy delivers CPDL sessions from 2:00 p.m onwards on identified Friday afternoons. During the academic year 2016– 2017 the following sessions are available for interested colleagues in other schools across the Trust.

Date	Focus
Friday 16 Sept 2016	Mental health
Friday 7 Oct 2016	THRIVE across the curriculum
Friday 18 Nov, 2016	Developing numeracy across the curriculum
Friday 20 Jan, 2017	Speech and Language Therapy (SALT)
Friday 3 Feb, 2017	Scaffolding
Friday 17 March, 2017	Attachment
Friday 12 May, 2017	Reading, writing, communication.

If you are not a member of Aspire staff and are interested in knowing more about, or attending these sessions, please contact [REDACTED]

Bath Studio School

Bath Studio School delivers CPDL sessions from 3:45 – 4:45 p.m on Wednesday afternoons. During the academic year 2016 – 2017 the following sessions are available for interested colleagues in other schools across the Trust.

Date	Focus
Weds 21 Sept, 2016	Introduction to the Studio School and its Television Studio
Weds 23 Nov, 2016	Green screen, lighting and sound for studio production
Weds 8 Feb, 2017	Practical application of TV studio learning across the curriculum
Weds 29 March, 2017	Producing live television productions, Tricaster training, processes and production procedures
Weds 24 May, 2017	Premiere Pro CC Editing software training

If you are not a member of Bath Studio Staff and are interested in knowing more about, or attending these sessions, please contact [REDACTED]

IKB Studio School

IKB Studio School offers CPDL Sessions from 3:45 – 4:45 p.m on Wednesday afternoons. During the academic year 2016 – 2017 the following sessions are available for interested colleagues in other schools across the Trust.

Date	Focus
Weds 28 Sept 2016	The challenges of moving to Senior Leadership – what do I need to know?
Weds 23 Nov 2016	Developing post 16 Mathematics
Weds 1 Feb, 2017	ICT and new technologies to support teaching.
Weds 22 March 2017	Outstanding lesson observation planning
Weds 17 May 2017	Questioning - stretch & challenge for all
Weds 21 June 2017	Cross Curricular mapping within STEM subjects

If you are not a member of IKB Studio School staff and are interested in knowing more about, or attending these sessions, please contact [REDACTED]
[REDACTED]

St John's CEVC Primary School

St John's CEVC Primary School has shared Training Days with WMAT except for Monday 24th April 2017 which is specific to Aspire Academy and St John's CEVC Primary School. During the academic year 2016 – 2017 these sessions are available for interested colleagues in other schools across the Trust to attend.

Date	Event	Focus
Thurs 1 Sept, 2016	Training Day 1	Appraisal and administration
Fri 2 Sept, 2016	Training Day 2	Teaching of phonics and spelling; review of marking policy
Mon 31 Oct, 2016	Training Day 3	WMAT Conference
Mon 20 Feb, 2017	Training Day 4	To be designated
Mon 24 April, 2017	Training Day 5	To be designated
Friday 21 July, 2017	Training Day 6	To be designated

If you are not a member of St John's CEVC Primary School staff and are interested in knowing more about, or attending these sessions, please contact [REDACTED]
[REDACTED]

Salford C of E Primary School

Salford C of E Primary School has Training Days on the dates below. During the academic year 2016 -2017 these sessions are available for interested colleagues in other schools across the Trust to attend.

Date	Event	Focus
Thurs 1 Sept, 2016	Training Day 1	Child protection / safeguarding
Fri 2 Sept, 2016	Training Day 2	Assessment, SEND, Key Stage Meetings, planning meetings
Fri 21 Oct, 2016	Training Day 3	Mastery in Literacy – focus on writing, writing and ICT, including time to explore Purple Mash and other apps for iPads
Mon 31 October, 2016	Training Day 4	WMAT Conference
Friday 26 May, 2017	Training Day 5	To be confirmed
Friday 21 July, 2017	Training Day 6	Disaggregated in lieu of additional staff meetings

If you are not a member of Salford C of E Primary School's staff and are interested in knowing more about, or attending these sessions, please contact [REDACTED]

Sir Bernard Lovell Academy

Sir Bernard Lovell Academy offers CPDL Sessions from 3:30 – 4:30 p.m on the dates identified below. During the academic year 2016 – 2017 these sessions are available for interested colleagues in other schools across the Trust.

Date	Focus
Monday 3 October 2016	Students and learning: The adolescent brain
	Teaching and Learning: Expecting the best
Weds 9 November 2016	Leadership and learning: Identifying individual strengths
	Students and learning: Building consistency
	Teaching and Learning: Model and scaffold
	Engagement and learning: Addressing lateness – top tips
Mon 21 November 2016	Leadership and learning: Learning observation training
	Students and learning: Building resilience
	Teaching and learning: Relationships that work

Mon 20 February 2017	Leadership and learning: Giving and receiving feedback
	Teaching and learning: Making it relevant
	Engagement and learning: Engaging parents – sharing strategies
Date	Focus
Weds 20 March 2017	Leadership and learning: Coaching for leadership 1
	Students and learning: SEN students – the unmet need
	Teaching and learning: Understanding and knowledge
Weds 10 May 2017	Leadership and learning: Coaching for leadership 2
	Students and learning: Restorative conversations
	Teaching and learning: Personalising teaching
	Engagement and learning: Rewards and incentives – sharing ideas
Wednesday 7 June 2017	Leadership and learning: Coaching for leadership 3
	Teaching and learning: Assessment and feedback
Weds 19 July, 2017	Leadership and learning: Coaching for leadership 4
	Strategies from The Satellite Centre
	Creating a learning environment
	Engaging low-attenders

Sir Bernard Lovell also offers TLEGS (Teaching and Learning Enquiry Group sessions) with two voluntary sessions available on identified Wednesdays from 3:30 – 4:30 p.m. The programme for each will be published by SBL's CPD Lead (session by session) in September 2016.

Date	Focus
Weds 7 September 2016	Growth mindset SEN
Weds 14 Sept 2016	Environment Most able
Weds 21 Sept 2016	Pupil premium Behaviour for learning
Weds 28 Sept 2016	Sevens Community
Weds 5 October 2016	Tutor Feedback.
Weds 12 October 2016	SEN Growth mindset
Weds 19 October 2016	Environment Most able

Weds 2 November 2016	Pupil premium	Behaviour for learning
Weds 16 Nov 2016	Sevens	Community
Weds 30 Nov 2016	Tutor	Feedback
Weds 14 Dec 2016	Growth mindset	SEN
Weds 4 January 2017	Environment	Most able
Weds 11 January 2017	Pupil premium	Behaviour for learning
Weds 18 January 2017	Sevens	Community
Weds 25 January 2017	Tutor	Feedback
Weds 1 February 2017	Growth mindset	SEN
Weds 8 February 2017	Environment	Most able
Weds 22 February 2017	Pupil premium	Behaviour for learning
Weds 1 March 2017	Sevens	Community
Weds 8 March 2017	Tutor	Feedback
Weds 15 March 2017	SEN	Growth mindset
Weds 22 March 2017	Environment	Most able
Weds 29 March 2017	Pupil premium	Behaviour for learning
Weds 6 April 2017	Sevens	Community
Weds 26 April 2017	Tutor	Feedback
Weds 17 May 2017	SEN	Growth mindset
Weds 24 May 2017	Environment	Most able
Weds 21 June 2017	Pupil premium	Behaviour for learning
Weds 28 June 2017	Sevens	Community
Weds 5 July 2017	Tutor	Feedback
Weds 19 July 2017	SBL Staff wellbeing afternoon	

If you are not a member of Sir Bernard Lovell staff and are interested in knowing more about, or attending these sessions, please contact [REDACTED]

[Wellsway School](#)

Training Days 2016 – 2017

Date	Focus
Thurs 1 Sept 2016	Teaching and learning
Fri 2 Sept, 2016	Care and guidance
Fri 21 Oct, 2016	Differentiation and inclusion
Mon 31 Oct, 2016	WMAT Conference : Learners of today : Leaders of tomorrow
Mon 20 Feb, 2017	Coaching
Fri 21 July, 2017	Disaggregated (to accommodate subject network meetings)

Induction for Newly Qualified Teachers (NQTs) and New Entrants (NEs) 2016 - 2017

NQT and New Entrant colleagues (those who joined the Trust after 31:08:16) from all schools across the Trust are supported by the following sessions which run from 3:45 – 4:45 p.m (unless otherwise identified.) Wellsway School New Entrant colleagues should attend the identified induction sessions (1 – 8) and in addition are very welcome to attend any / all NQT sessions. Wellsway School NQTs should attend all NQT sessions and NQTs from across the trust are very welcome to attend any NQT sessions. The Conferences in **bold** are **mandatory for all WMAT NQTs**. If you are interested in knowing more about, or attending any of these sessions, please contact [REDACTED]

Term 1	Focus	Audience
Thurs 1 Sept 2016	NQT (1) and Induction (1) : Classroom routines 3:30–4:15	WW NQTs & NEs
Fri 2 Sept 2016	NQT (2) and Induction (2) : The role of the tutor 1:30 – 2:15	WW NQTs and NEs
Fri 2 Sept 2016	NQT (3)and Induction (3) : Managing ICT 2:15 – 2:45	WW NQTs and NEs
Thur 8 Sept 2016	Induction (4): Appraisal / introduction to Blue Sky 3:30 – 4:15	WW New Entrants
Tues 13 Sept 2016	NQT (4) and Induction (5) : Behaviour management systems 3:30 – 4:30	WW NQTs and NEs
Mon 19 Sept 2016	WMAT NQT Conference (1) – What it means to be a WMAT NQT (all day based at IKB)	WMAT NQTs
Tue 27 Sept 2016	NQT (5) and Induction (6): Who does what around here?	WW NQTs and NEs
Mon 3 Oct 2016	NQT (6) and Induction (7) : SISRA and tracking vulnerable groups	WW NQTs and NEs
Tues 11 Oct 2016	NQT (7) : Introduction to Circle Time (1)	All WMAT NQTs/ NEs welcome
Term 2	Focus	Audience
Mon 7 November 2016	NQT (8) and Induction (8) : Preparing for Parents' Evenings	All WMAT NQTs/ NEs welcome
Tues 15 November 2016	NQT (9) : Exporting data to Excel / creating your own tracking sheets	All WMAT NQTs/ NEs welcome
Tues 29 November 2016	NQT (10) : Engaging parents and carers in supporting learning	All WMAT NQTs/ NEs welcome

Tues 13 December 2016	NQT (11) : Review of targets set and progress made	WW NQTs
Term 3	Focus	Audience
Tues 10 Jan 2017	No formal session in lieu of WMAT NQT Conference (2)	
Mon 16 January 2017	WMAT NQT Conference (2) – Developing as Teachers (all day based at Wellsway)	All WMAT NQTs
Tues 7 February 2017	NQT (12) : “What I wish I’d known as an NQT” – strategies which work	All WMAT NQTs/ NEs welcome

Term 4	Focus	Audience
Tues 28 February 2017	NQT (13) : Circle time (2) – further strategies	All WMAT NQTs/ NEs welcome
Tues 14 March 2017	NQT (14) : High impact lesson openers to engage learners	All WMAT NQTs/ NEs welcome
Thurs 23 March 2017	WMAT NQT Conference (3) – Preparation for Action Research and Presentations (half day based at Wellsway)	All WMAT NQTs
Tues 28 March 2017	NQT (15) : Review of targets set and progress made	WW NQTs
Term 5	Focus	Audience
Tues 25 April 2017	NQT (16) : Engaging an audience via a presentation and how to get your message over	All WMAT NQTs/ NEs welcome
Tues 9 May 2017	NQT (17) : Teaching and learning – outstanding teaching	All WMAT NQTs/ NEs welcome
Tues 23 May 2017	NQT (18) : Motivating boys – strategies which work	All WMAT NQTs/ NEs welcome
Term 6	Focus	Audience
Tues 13 June 2017	NQT (19) : Career progression and beginning to take on additional responsibilities	All WMAT NQTs/ NEs welcome
Tues 27 June 2017	NQT (20) : Circle time (3) - full circle?	All WMAT NQTs/ NEs welcome
Thurs 6 July 2017	WMAT NQT Presentation and Graduation Ceremony (half day based at IKB)	All WMAT NQTs
Tues 11 July 2017	NQT (21) : Evaluation of the NQT induction programme to inform future planning	WW NQTs

Please note that, as a result of a new appointment and change of personnel within Wellsway School's SLT, there may be alterations and/or additions made to the following programmes during the course of the academic year. If this is the case, all Trust colleagues will be informed.

Wellsway School Training afternoons

During the course of the year, these training afternoons run from 1:50 – 3:20 p.m

Date	Focus	Audience
Tues 20 Sept 2016	Training afternoon (1) Coaching and Performance Management	Wellsway teaching staff
Weds 7 Dec 2016	Training afternoon (2) Effective differentiation for A, G & T	Wellsway teaching staff
Mon 4 April 2017	Training afternoon (3) Focus tbc	Wellsway teaching staff
Wed 14 June 2017	Training afternoon (4) Focus tbc	Wellsway teaching staff

Wellsway School CPDL Sessions

During the course of the year, these training afternoons run from 3:45 – 4:45 p.m

Date	Focus	Audience
Thurs 13 Oct 2016	Sleep hygiene and managing stress	Wellsway staff
Thur 24 Nov 2016	Dealing effectively with low level disruption – advanced skills	Wellsway teaching staff
Thurs 5 Jan 2017	Differentiating lessons for students with ADHD	Wellsway teaching staff
Thur 23 Mar 2017	Differentiating lessons for students with ASD	Wellsway teaching staff
Thurs 4 May 2017	Effective differentiation at Key Stage 5	Wellsway teaching staff
Thur 25 May 2017	Differentiating lessons for students with dyslexia	Wellsway teaching staff

If you are not a member of Wellsway staff and are interested in knowing more about, or attending any of the training afternoon and/or CPDL sessions, please contact [REDACTED]

[REDACTED]

SECTION D

Further WMAT training opportunities

1. Training for Support Staff.

Offered within the WMAT Conference on Monday 31st October there are opportunities for support staff training via attendance at the Team Network Meetings and through attending two self-selected workshop sessions.

Team Network Meetings

The WMAT Team Network Meetings have three principal aims:

- to establish and maintain networks of professional relationships, which will nurture and sustain developments across teams within the Trust;
- to develop professional knowledge of local, regional and national developments which will impact upon the work of teams within the Trust;
- to widen the repertoire of skills available to individual members of these networks, by facilitating the sharing of effective practice.
-

The precise agendas for the WMAT Team network meetings are determined by the relevant Lead Professionals but are likely to contain some, or all, of the following:

Horizon scanning	what is happening, or is likely to happen, which will impact upon our roles?
Practice sharing	where members of the network are given a forum to demonstrate an innovation which has had a positive impact upon their roles and/or outcomes for students
Resource sharing	where members of the network pool professional knowledge of resources to support the work of teams within partner schools.

Minutes are taken from all meetings and are shared with the CPD Manager who ensures they are typed and circulated to CPD Leads within all Trust schools, who forward them to relevant SLT subject line managers.

For some teams there is also the possibility of arranging subsequent meetings outside of the WMAT Conference. Support networks have also arisen from these meetings using e-mail contact.

Workshop sessions selected in WMAT Conference

Support staff are able to select two workshop sessions from a range including the following:

a) Student facing roles

- Developing a values based curriculum
- Effective leadership within the school – assessing risk around child neglect
- Emotion coaching to encourage resilient learning
- Introduction to Thrive
- Literacy and oracy – essential for student progress
- Raising low expectations
- Outstanding progress for all learners
- Stretch and challenge for the more able
- Supporting less able and more vulnerable groups
- Supporting mental health
- Supporting Pupil premium students
- Supporting students with specific learning needs - autism, ADHD, dyslexia
- The five concepts of sticky teaching
- Using IT to support learning

b) Staff facing roles

- Behind the scenes of the Parent Portal
- Brains for beginners
- Career progression for support staff
- First Aid
- Line management for support staff
- Mindfulness
- Most effective use of SIMS
- Teaching assistants – a hugely valuable resource
- Time management to support, both in our roles and for teaching and learning

2. Training for Middle Leaders.

a) Curriculum leadership

Curriculum Team Leaders and Assistant Team Leaders are at the heart of improving teaching and learning. Colleagues in this position are entitled to undertake CPDL opportunities to support them in their roles. To facilitate this, the following opportunities will be available in 2016 – 2017:

- the opportunity to access training from examination boards in preparation for the delivery of reformed qualifications at GCSE and A Level
- mentoring in the role through the appraisal and line management processes within the school
- attendance at an annual conference for CTLs
- CTL meetings (chaired by Stuart Hill and Matt Reid) which allow opportunities for the development of policy and practice in the leadership of teaching and learning
- three ATL training sessions to prepare these colleagues for the development of policy and practice in the leadership of teaching and learning (led by Dave Cooper and Sophie Francis)
- opportunities to visit other WMAT schools and to spend time alongside a colleague who holds a similar leadership position
- a series of workshops to cover aspects of leadership offered via the WMAT Conference and voluntary attendance at the WMAT agreed collaborative sessions which share good practice and/or look at middle leadership (for dates please see page 5 of this booklet)

b) Leadership of Care and Guidance

Heads of House play a crucial role in promoting the progress, achievement and attainment of students. In order to prepare these colleagues for the role the following CPDL opportunities will be available in 2016 – 2017:

- to develop a clear understanding of the local frameworks for supporting more vulnerable learners. This would include developing a more advanced level of understanding re: child protection, learners with challenging behaviour, getting the most from parents and carers and local agencies offering support
- mentoring in the role through the appraisal and line management processes within the school
- opportunities to visit other WMAT schools and to spend time alongside a colleague who holds a similar leadership position
- a series of workshops to cover aspects of leadership offered via the WMAT Conference and voluntary attendance at the WMAT agreed collaborative sessions which share good practice and/or look at middle leadership (for dates please see page 5 of this booklet)
- opportunities to engage with other professionals working to support vulnerable children and young people
- annual Heads' of House Conference (led by Paul Comber)
- regular opportunities to meet as a care and guidance team, to share practice and to develop policy

Training for Senior Leaders

a) Aspiring Senior Leaders

The Trust is committed to the principle of succession planning and to growing the next generation of senior leaders from across the schools in partnership with the Trust and within the Trust's own member schools. Colleagues who currently hold a middle leadership position and who wish to progress will be able to access a range of CPDL opportunities which include:

- the opportunity to be considered for the Bath Education Trust's "Emerging Senior Leaders Programme" 2016 – 2017. This programme includes meeting with Headteachers, the completion of a Unit of Educational Leadership to Masters level (30 points), working shadowing a member of SLT in a BET school, problem solving activities and guidance in applying for promoted posts.
- opportunities to network with and work alongside established senior leaders within the Trust's schools
- mentoring from your SLT line manager

b) Current Senior Leaders

The Trust is committed to the principle of succession planning and the development of the next generation of Headteachers/Principals and their deputies, who will lead in schools and across the local system in the future. Colleagues who are ready to make the next step in senior leadership will be offered a bespoke programme which will have some of the following features:

- mentoring support to complete an audit of current skills and expertise with reference to the Headteachers' Standards
- a bespoke programme overseen by the Headteachers/Principals and Chief Executive Officer

Trustees and Governors

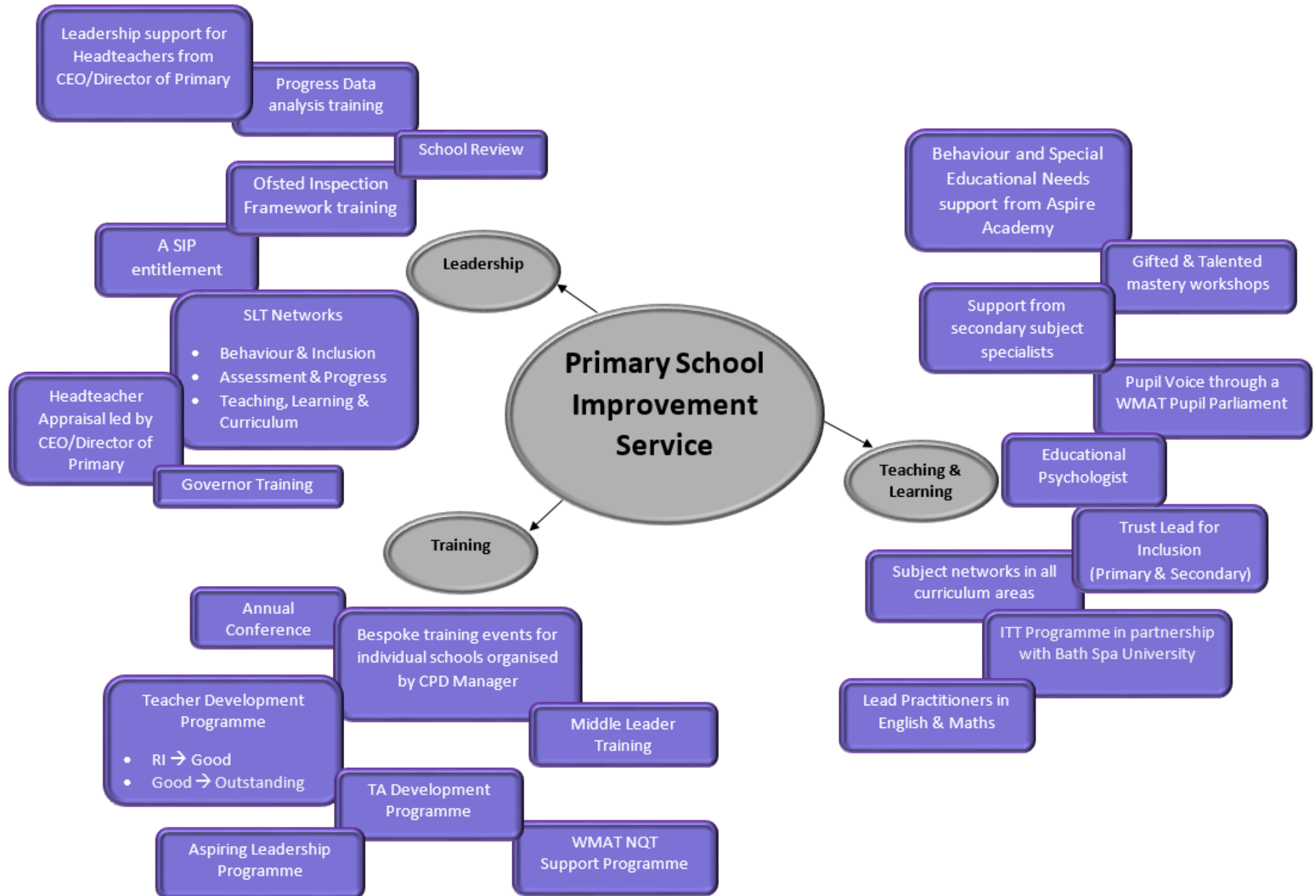
Trustees and Governors play a vital role in the leadership of each school through the Trust Board and Local Governing Bodies. The Trust's Remuneration and Selection committee is reviewing Trustee and Governor training requirements. More information will be forthcoming during the course of Term 1.

Thank you to all colleagues across the Trust who have contributed to the creation of this

Wellsway Multi Academy Trust CPDL Offer 2016 – 2017



Annex 3 - Wells Multi Academy Trust Primary offer



Annex 4 - Evidence of Need

Data provided by Bath and North East Somerset local authority

Pupil Growth

Year group	R	1	2	3	4	5	6	PUPIL GROWTH
2015	266	220	208	223	222	198	216	May Census Actual
2016	248	268	222	215	225	224	200	Projected Pupils
2017	258	250	270	229	217	227	226	Projected Pupils
2018	246	260	252	277	231	219	229	Projected Pupils
2019	251	248	262	259	279	233	221	Projected Pupils
2020	284	253	250	269	261	281	235	Projected Pupils
	50	50	50	50	50	50	50	+ new Housing
	334	303	300	319	311	331	285	Total Projected Pupils
	68	83	92	96	89	133	69	Total increased from 2015
Total growth over 5 years including new housing developments							630	

Planned places growth

Year Group	R	1	2	3	4	5	6	PLANNED PLACES INCREASE
2015	270	230	220	222	233	202	208	Places
2016	270	270	240	228	222	253	202	Places
2017	270	270	270	248	228	222	253	Places
2018	270	270	270	278	248	228	222	Places
2019	270	270	270	278	278	248	228	Places
2020	270	270	270	278	278	278	248	Places
	0	40	50	56	45	76	40	Total increase from 2015
Total additional places already planned for							307	

Annual growth of places to need

Year Group	R	1	2	3	4	5	6	CAPACITY v DEMAND
2015	266	220	208	223	222	198	216	May Census Actual
	270	230	220	222	233	202	208	Places
2016	248	268	222	215	225	224	200	Projected Pupils
	270	270	240	228	222	253	202	Places
2017	258	250	270	229	217	227	226	Projected Pupils
	270	270	270	248	228	222	253	Places
2018	246	260	252	277	231	219	229	Projected Pupils
	270	270	270	278	248	228	222	Places
2019	251	248	262	259	279	233	221	Projected Pupils
	270	270	270	278	278	248	228	Places
2020	284	253	250	269	261	281	235	Projected Pupils
	270	270	270	278	278	278	248	Places
	50	50	50	50	50	50	50	+ Housing
	334	303	300	319	311	331	285	Total Projected Pupils
	270	270	270	278	278	278	248	Places
	-64	-33	-30	-41	-33	-53	-37	+/- Places

Annex 5 - Evidence of Parental Engagement

Annex 6 - RSC Support letter

Dear [REDACTED]

FREE SCHOOLS CAPACITY AND CAPABILITY

Thank you for your request for a letter outlining our current assessment of the Wellsway Academy Trust's capacity and capability to open a new Primary Free School in Keynsham.

In light of the other activities that your trust is currently engaged in, I would like you to fill in the capacity and capability sections (F1 and F2) of the application form in full. Letters from the RSC confirming trusts' capacity and capability are not an endorsement of an application as a whole and do not imply that an application will be approved. Equally, not having this confirmation does not imply that your application will be unsuccessful merely that we would like sections F1 and F2 to be filled out in full to allow a better informed assessment of capacity and capability.

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide> . It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

If you have not already done so, please can I also encourage you to register your interest on the department website at https://form.education.gov.uk/submitform.php?self=1&form_id=jHf1s573utr&1 ; we will then give you a unique registration number that you should quote when you submit your formal application.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: www.newschoolsnetwork.org. If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED]

I wish you the very best in developing your free school application further.

Yours sincerely,

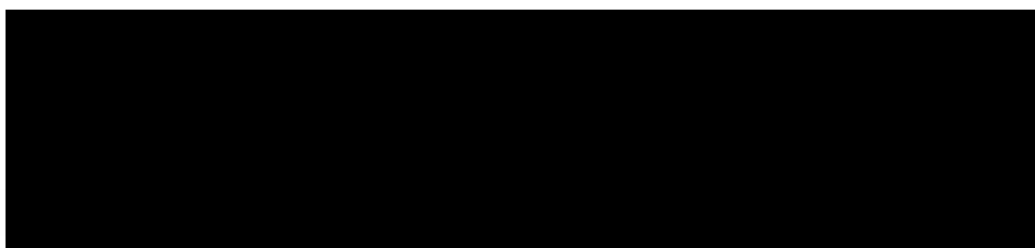
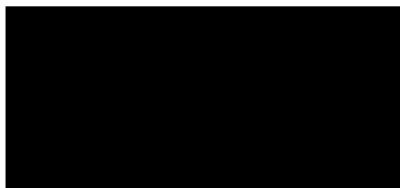
[REDACTED]

[REDACTED]

Email: RSC.SW@education.gsi.gov.uk

Annex 7 –

Diocese support letter





Department
for Education

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