



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

Bohunt Horsham



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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

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

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: 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 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: [REDACTED]

Print name: [REDACTED]

Date: 27/09/16

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

Rationale

Bohunt Education Trust (BET) is applying to open two all-through 4-16 free schools in 2019. One in Horsham, West Sussex with a capacity of 1,620 and one in [REDACTED], West Sussex with a capacity of 1,470

The opening of these two all-through schools is for four major reasons:-

1. They solve the shortfall of both primary and secondary places identified in West Sussex County Council's document, "Planning School Places 2016." The basic need case for each of the free schools BET is proposing to open is made in Section E1 of this document; it is driven by new housing developments in both Horsham and [REDACTED].
2. In [REDACTED], the new school will create an outstanding educational option where 607 primary aged children currently attend a school which requires improvement as do 866 secondary aged children. Furthermore, as seen with Bohunt Worthing, the school will drive educational improvement across the area.
3. In both Horsham and [REDACTED], these schools will give parents an additional option, that of an all-through school.
4. All of the schools in the Bohunt Education Trust will benefit from the increased capacity, flexibility and financial efficiency of the trust as it expands to include these new schools.

Bohunt Education Trust already has a highly effective presence in West Sussex. Bohunt Worthing, having opened as a new school in 2015, is already full (and oversubscribed) at KS3 proving the capacity of the trust to deliver as well as the popularity of the educational experience we offer. We are confident we can extend this quality educational experience to Horsham and [REDACTED] due to the stability of the

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Trust's leadership and the pipeline of high quality staff generated by our teaching school alliance (TESLA TSA) and as the lead school for a Schools Direct Partnership offering placements to both primary and secondary practitioners. Our ITT provision is rated as outstanding and the central services of our cost-effective MAT will support Bohunt Horsham and Bohunt [REDACTED] to deliver our vision across both primary and secondary phases whilst proving unparalleled value for money which enables more resource to be spent on securing the very best learning for all our children. If BET were to be successful in these applications, the BET MAT, with all its 7 schools within an hour's drive, would be local, inclusive and innovative. Providing an outstanding choice for parents with a distinctive character and ethos.

Why Horsham?

The standards achieved in Horsham at the end of Key Stage Two are generally high (although not outstanding); six of the nine primary phase schools are graded as good. However, educational provision in the town isn't universally good since three schools within the [REDACTED] are currently graded as requiring improvement and one school within the local area is below the current government floor standard. A high-performing all-through school will provide local parents with a choice of provision, extend the number of places in good or better schools and maximise the available space for the new build. This all through provision would also include Early Years (Year R) and so provide a seamless educational experience for local children with a consistent and compelling ethos and clear progression pathways, all on one site.

Performance at the end of Key Stage Four is also high in the Horsham area, two of the schools are currently graded as outstanding and one as good. Bohunt Liphook's performance, however, is consistently at the top of that achieved in similar schools in every measure – it has been rated outstanding for more than a decade - and very much higher than local averages and averages in similar areas.

The table which is in Section E1 shows the characteristics of the current pupil population in the closest primary and secondary schools to the proposed site of the new school in Horsham. Whilst there is clear variation between schools, overall the pupil population is similar to that served by Bohunt Liphook and the success of our founder school in driving up the performance of vulnerable groups, so that in 2015, our students on free school meals performed better than the national average for all children, will underpin our vision for Bohunt Horsham.

Why [REDACTED]?

The standards achieved in [REDACTED] at the end of Key Stage Two are above average overall and six of the eight primary phase schools are graded as good or better. However, two primary phase schools within the [REDACTED] are currently

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

graded as requiring improvement which means that 607 primary age students do not currently have access to a school which is Good or better. [REDACTED] will offer 420 primary age pupils a place in an outstanding school. An all-through school will provide local parents with a choice of provision and maximise the available space for the new build. This all through provision will also include Early Years (Year R) and so provide a seamless educational experience for local children with a consistent and compelling ethos and clear progression pathways, all on one site.

The table in Section E1 shows the characteristics of the current pupil population in the closest primary and secondary schools to the proposed site of the new school in [REDACTED]. Whilst, as in Horsham, there is clear variation between schools, overall the pupil population is similar to that served by Bohunt Liphook. However, the high number of disadvantaged children currently attending schools grades as Requiring Improvement is a cause for concern. Furthermore, the rates of progress in these RI primary schools and in both Oakmeeds Community College, which is RI and Oathill Community Colleges, which is not, demonstrate that the existing schools are not serving local families well enough. This underperformance in the [REDACTED] schools will be explored in greater detail in Section E1 as part of the evidence for needing the new school in the area. [REDACTED] would be well placed to benefit from the ethos and approach taken by BET which has led to the impressive and improving performance of all students, but particularly of these more vulnerable groups.

Bohunt Liphook Standards

Performance in [REDACTED] secondary schools at the end of Key Stage Four is variable, in two schools both progress and attainment are less than good and one school is graded as RI. Currently 866 secondary age students attend a school which is not Good and the progress and attainment of 1,793 students is compromised by below average performance in the schools they attend. [REDACTED] will offer 1,050 students a place in an Outstanding school. The characteristics of the pupil cohorts in both Horsham and [REDACTED] are similar to those of the students currently served by Bohunt Liphook and we would expect to use the same approach which assesses the needs of students and establishes individual targets based upon better than expected progress for ALL students. This approach is covered in detail in Section D but the characteristics of the cohorts of the new schools are summarised in the table below which reflects the characteristics of the anticipated pupil population in the all-through schools being proposed by BET:

	% FSM Pupils	% EAL Pupils	% EHCP
Horsham Schools	6.6%	7.1%	0.7%

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██████████	8.5%	6.2%	1.6%
Bohunt Liphook	9.7%	3.8%	0.7%

The higher percentage of students with English as an additional language, whilst still low, will contribute to the global outlook BET will foster in the new schools and enable the high value BET places upon languages to support rapid progress in language acquisition through the deployment of specialist language teachers across the primary phase. The SEND approach that will be taken to support students with special needs, including those on an EHCP plan is also detailed in the curriculum section, D.

Bohunt Liphook has the highest expectations of all its students. Its disadvantaged cohort (11% in Yr11) achieved 61% 5+A*-C (EM), above the national average for all children in 2015. Bohunt was commended by Ofsted in April 2013 for best practice regarding narrowing the attainment gap for disadvantaged children and its performance in this respect bucks both national and regional trends. Whilst the overall percentage of students eligible for free school meals in both the Horsham and ██████████ schools is marginally lower than the percentage in Bohunt Liphook, the cohorts are similar in terms of disadvantage. BET has an evidentially successful approach to identifying, supporting and challenging students from disadvantaged backgrounds and this approach, as detailed in Section D, will be deployed across both of the new schools.

Sheddingdean Primary school is the nearest to the proposed site of ██████████ and this school, currently rated as Requiring Improvement (RI), has 21.9% of its students eligible for FSM. In Horsham, two of the primary schools with the highest percentage of children eligible for FSM are also graded as RI. The biggest impact on disadvantaged children’s progress is the quality of the teaching they receive. This has been proven by the research of ██████████ to have a far greater impact on children from poorer backgrounds than on middle-class children who have cultural resilience which allows them to compensate, at least partially, for inadequate teaching. We strongly believe that we will provide better opportunities for all students, but particularly the disadvantaged students, currently attending Sheddingdean and London Mead at primary and Oakmeeds Community college, all of which are graded RI. Bohunt Liphook has an outstanding record in this regard. Furthermore, our support and challenge will raise the standards in those schools (something seen with Bohunt Worthing).

Why all through schools?

The experience of working closely with primary partners within our teaching school alliance as well as the feeder primary schools for all of our BET secondary schools, has made clear the opportunities for students from a consistent and coherent educational journey across the phases. The desire to expand the reach of BET is driven by this experience and the belief that the challenge based approach of the trust is as well

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suited to primary learning as it is to secondary. The benefits of all through schools can be seen in an increasing number of areas where the opportunities for teachers and pupils, both in terms of pedagogical practice, but also student leadership, progression and participation are apparent. There is a growing body of qualitative evidence relating to the benefits of all through schools and existing quantitative evidence that highlights the disadvantages associated with the current split at the age of 11 with around 40% of Year pupils achieving lower marks on reading, English and maths tests following their transition to secondary school ([REDACTED]), *Transfer from the primary classroom: 20 years on*, Psychology Press). There is also evidence that many children struggle to adjust when starting secondary school with as many as three quarters reporting stress, depression and low self-esteem ([REDACTED] [REDACTED] *Transition matters: pupils' experiences of the primary–secondary school transition in the West of Scotland and consequences for well-being and attainment*, *Research papers in education*, 25(1), 21-50) The National College's report on the opportunities and challenges of all-through leadership highlight benefits for children and young people from all-through schools as well as for teachers and school leaders. The following extract is from, "The Opportunities and Challenges :-of All-Through Leadership," published by the National College in 2011.

Leaders in all-through settings were secure in their conviction that the benefits for children and young people were significant. They identified a range of advantages to learners that could only be delivered in multi-age settings and advantages that were a direct product of the proximity of younger children to older ones:

Mentoring between year groups was seen to be a route to maturity for older children whilst providing excellent role models for younger pupils.

The maturation impact for older children was mentioned by some leaders, with buddy schemes being mentioned by others.

The provision of work experience within the organisation as part of the curriculum offer was also used as a strategy for pupil-to-pupil mentoring.

The visibility of all ages in all-through schools supported the sense of continuity and reinforced the concept of a learning journey and a sense of authentic progression.

Younger children in proximity to older ones were seen as being better supported in their aspirations.

The all-through setting provided a context in which teachers could get to know children better as they progressed through school.

The impact on the school's relationship with parents was also commented on, with all-through being seen to 'benefit the families the most because [the school] can intervene at an earlier

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Removing the disruption of transition and maximising the impact of effective leadership and a consistent, engaging culture are key parts of the vision for our all through schools. Having longer to get to know vulnerable pupils and hard to reach families will benefit our disadvantaged students as relationships are in place and no pupil will fall through the gap on transition. Furthermore, we envisage the provision of specialist teaching in subjects such as PE, MFL, music and science will benefit the quality of teaching at key stage two as well as access to specialist resources such as science laboratories and specialist music and technology rooms. This is covered in detail in the curriculum Section D as is the arrangements which BET will make to ensure smooth and supportive transition arrangements are in place for the students transferring from other primary schools at the age of 11.

Primary trained specialists will also play an important role in the secondary phase, helping those older pupils who have fallen behind (or transitioned in at age 11 with gaps in their knowledge) in the key areas of English and maths. [REDACTED]

[REDACTED] will be working with BET to plan and deliver the primary phase of our schools, as well as the nurture curriculum in the secondary phase. [REDACTED] was appointed to [REDACTED] when it had a falling NOR and the lowest value added score in [REDACTED] quickly set about improving the school and last academic year it achieved the highest Value Added score of all [REDACTED] (103), received a national award for its teaching of Phonics and early reading teaching and is now an oversubscribed, successful, happy school.

[REDACTED] also works an [REDACTED], has worked with [REDACTED] to support school in category 4, providing evidence for lead inspectors to secure judgements in inspection reports. [REDACTED]

[REDACTED] will be formally supporting BET in planning and designing the primary curriculum of Bohunt Horsham and [REDACTED] and working alongside [REDACTED] in the pre-opening phase.

Vision

At BET schools the highest expectations, an ethos of Enjoy Respect Achieve, unparalleled opportunity and highly effective teaching combine to develop students who are 'game changers'.

Bohunt Horsham and [REDACTED] will be all-through 4-16 schools designed to serve the local communities as they grow and evolve with the extensive development being planned in both areas. Bohunt Horsham will open in 2019 with 2 forms of entry (FE) at reception and 7FE in Year 7, rising to 8FE after two years. The school will then

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grow over the next five years to be at capacity by 2025, providing 420 high quality places at primary level (age 4-11) and 1,200 at secondary level (11-16) as 2,500 new homes increase the pressure on local schools, which are already full. BET recognises the importance of robust transition arrangements, particularly where those children who move through the schools will be joined by a larger number who transfer from other schools at the age of 7. These arrangements are covered in detail in Section D1.

██████████ will also open in 2019 with 2FE in Reception and 4FE in Year 7 rising to 7FE within two years. The growth of ██████████ will initially be slower as the additional children from over 5,000 new homes come forward. However, the attainment and standards in some of the schools nearest to ██████████ will result in larger numbers of parents choosing to send their children to the new school which will, by that point, be offering a high performing and popular alternative to attending those local schools which Require Improvement. We anticipate the growth of the school to be rapid from the third year of opening so that ██████████ will be at capacity by 2025, providing 420 primary school places and 1,050 places 11-16.

The new schools in Horsham and ██████████ will benefit from being part of a vibrant, dynamic local trust which has already proven its capacity to drive improvement and to deliver complex projects on time. Bohunt is an outstanding school which established Bohunt Education Trust (BET) in 2014 when it became the sponsor for an RI school (Priory) in Southsea (inner city Portsmouth). The growth of our MAT is summarised in the table below:

Year	Event	Comments
2014	Sponsor Bohunt Priory	School sought sponsorship when graded as RI by Ofsted. Results have improved 12% in the last year
2015	Opened Bohunt Worthing	Growth beyond projections – Bohunt Worthing opened on time, completed its new build on time, is at capacity at KS3 and oversubscribed
2016	Petersfield School joins BET	A large secondary school close to Bohunt Liphook which was Outstanding but is now graded as Good and has chosen to join our trust adding 1,300 pupils to BET. In 2016, TPS achieved its best ever GCSE results following the collaborative move to BET.

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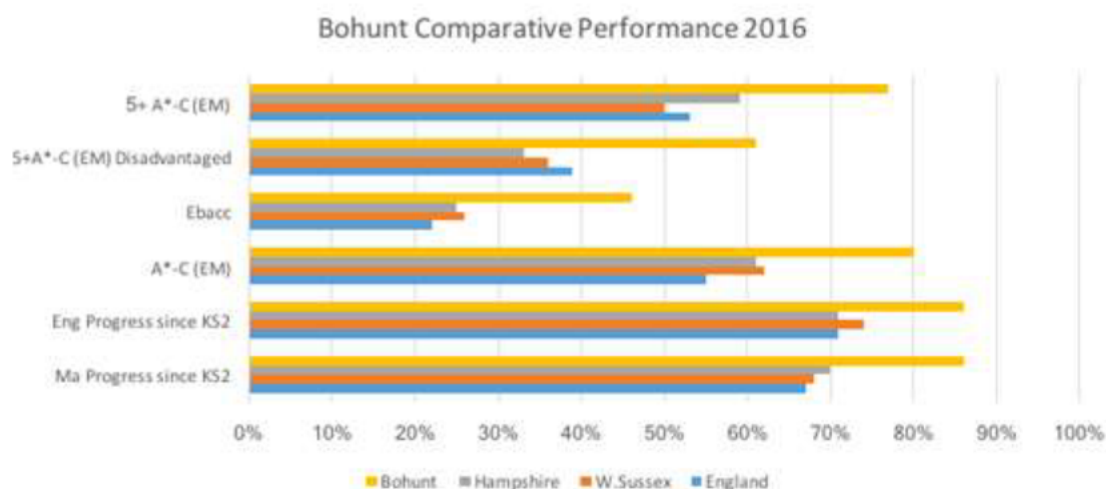
2016	Bohunt Wokingham Opens	Opened on time with a substantial first cohort of students.
2017	Bohunt Sixth Form has been approved to open on the Liphook Site.	An academic and innovative sixth form with the capacity to prepare 500 students for Russell Group universities. New build is on schedule.
2018	Bohunt Wenzhou Opens	BET will be the first state educational trust to open a school in China offering GCSEs and A Levels.
2019	Bohunt Horsham Opens	To provide 420 places 4-11 by 2025 and 1,200 places 11-16
2019	████████████████████	To provide 420 places 4-11 by 2025 and 1,050 places 11-16

By September 2016, BET will be educating over 5,000 students and the new schools in Horsham and ██████████ will form part of a growing, high performing multi academy trust (MAT). All seven British BET schools will be located within an hour's drive of the centre so local networking and school to school support will be an integral part of day to day life in our schools and all schools will benefit from being part of our successful TESLA. All schools in the Bohunt Education Trust have the core, non-negotiable values of Enjoy; Respect; Achieve (ERA). The addition of two all-through free schools in West Sussex is part of the vision of measured expansion for BET within the wider local area. The intention is to move towards establishing a mid-sized trust of 12 to 15 primary and secondary schools in South East England by 2025, which operate within the aspirational and supportive ERA ethos. This vision is supported by the ██████████ ██████████, and his supporting email is included as an appendix.

Bohunt Horsham and ██████████ will share a common approach to curriculum content and design with Bohunt Liphook and Bohunt Worthing, as well as having a common understanding of what constitutes excellent teaching and learning. The academies will offer a broad, yet deep, curriculum, staffed exclusively by subject specialist teachers and differentiated to individual students' needs. Low levels on entry, disadvantage or any other assumed barriers to success will not be accepted as an excuse for slow, low levels of progress and, ultimately, attainment.

The chart below shows the substantially higher performance of Bohunt Liphook in all reported measures compared to both its home LA (Hampshire) and W Sussex in 2016.

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Bohunt Liphook currently significantly outperforms all six secondary schools in both the [redacted] and Horsham areas (Bohunt Liphook’s 2016 results compared with Hampshire, West Sussex and England’s 2015 results).

What will learning look like?

The approach to learning in all BET schools has enjoyment, respect and achievement (ERA) as the core values which underpin the curriculum as well as the wider community, educational, pastoral and social life of the school.

Enjoy

Enjoyable learning takes place in a stimulating, vibrant environment and within a framework of high expectation. Our Challenge Based Learning, which is explored in section D, will use the latest technologies, build motivation and encourage students to become independent learners equipped with the skills and resilience to succeed in the future. Outstanding exam results are part of this, but we also engender self-esteem, self-confidence, positive attitudes, ambition and ‘soft’ (we would argue for the term ‘hard’) skills such as creativity, communication and teamwork in our students.

Challenge Based Learning addresses a big question through a series of stages, each of which gradually passes more ownership of the learning over to the students. This approach underpins the STEM curriculum which will form part of each key stage and it is the approach taken in all BET schools. The impact of this approach is clear in the outstanding and improving results at Bohunt Liphook, particularly in STEM subjects, and in the regular assessments we make of students’ attitude to learning (ATL) which is covered under Section D of this application along with more detail about Challenge Based Learning.

Students in the primary phase will be encouraged to gradually take a more and more

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active role in their learning in this way. As they progress through the school they will grow to take responsibility for their work, participate in staff appointments, lead charity events and fundraising, attend governors' meetings and consult with subject staff on approaches to lessons. This innovative approach will enable our students in Horsham and [REDACTED] to broaden their horizons, develop their interests and enjoy a lifelong passion for learning.

Respect

We promote a strong sense of self-worth combined with a respect for others within a framework of core British values. Consistently high expectations in terms of punctuality, behaviour and a sense of responsibility as well as meeting challenging academic targets will be embedded within an environment that is founded on mutually respectful relationships between students, staff and parents.

On entry, students will be placed in a House. The Houses will effectively be small schools within the school, which will enable students to support each other and assume leadership under the guidance of tutors, middle and senior leaders. Children will be assigned to a house from Reception and will be encouraged to participate, in an age-related manner, in the democratic processes and competitions which our house system encourages. These activities include the School Meetings, which will take place separately in the lower and upper school, and focus on debate and discussion about big questions as well as in-school issues. There are also house events and competitions and the house forms the backbone of pastoral support for students which ensures that our young people are nurtured during transitions in their education and throughout their time with us.

We will treat students consistently and fairly, but make no apology for refusing to accept conduct and attitudes detrimental to the positive climate for learning.

Achieve

The success of all members of our community will be shared and celebrated on a weekly basis through School Meetings but also celebratory assemblies and awards ceremonies. To understand the achievements and on-going needs of each individual student we will assess, analyse and report progress regularly.

Our proposed curriculum will provide students with equality of opportunity that ensures all learners achieve, whatever their interests and strengths. The details of this curriculum are explored in detail in Section D of this bid. The provision of high quality learning and teaching is our core purpose. Students will show greater progress than similar pupils nationally. Our more able learners will be stretched and challenged both in the classroom and via the curriculum.

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This same challenge-based learning, will underpin the student experience at Bohunt Horsham and at [REDACTED] where the latest technologies will be used to build motivation and encourage students to become independent learners equipped with the resilience to succeed in further and higher education and in adult life. Alongside this approach is a clear and overt concentration on STEM subjects, particularly through the innovative and flexible use of IT with a focus on combining knowledge with softer skills such as creativity, teamwork and flexible thinking.

STEM promotes a very different approach by bringing specific STEM lessons, designed in conjunction with long-term industry partners, in to the curriculum so that all students take part. The STEM curriculum is based around a series of challenges that develop not only knowledge, but also key skills and habits of mind. The challenges, set by industry partners such as Surrey Satellites and Siemens, either mirror real-world issues the companies are facing or focus on areas of knowledge that they feel is missing from the curriculum. Whilst this approach is fundamental at Key Stage 3 and 4, our vision is to introduce this approach from the very start of a child's school life so that the understanding of connections between subject areas and confidence with maths and technology are established as habits from the outset. The sustained focus on STEM over numerous years goes far beyond knowledge acquisition; it gives students a chance to develop the attitudes, competencies and habits of mind that will help them in the world of work. Examples include working to a brief, communication and prototyping. In addition, Mandarin will be positioned as the primary MFL, beginning within the primary phase.

The pedagogical approach which we have developed in the BET schools will be replicated in Bohunt Horsham and [REDACTED] so that students will:

- Understand that their achievements and competences are not fixed but will improve with hard work, good feedback and focussed practice (growth mindset)
- Acquire knowledge, skills and attitudes which enable them to be globally competitive, as detailed under "Enjoy," earlier in this section.
- Enjoy learning opportunities that broaden their horizons and are matched to individual needs, interests and abilities.
- Be equipped with high levels of numeracy and literacy.
- Develop the confidence and skills to challenge the status quo
- Be actively engaged in their own learning.
- Enjoy opportunities and learning environments that help them become competent, discriminating users of new technology and independent learners.

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- Gain experience and appreciation of the benefits of Outdoor Education, an enrichment programme which will begin in Year R and goes right through to Year 11. As well as being fun, a neglected element in many of today's schools, these activities provide a challenge, boost self-esteem, improve confidence and build relationships – all vital skills and qualities for success in everyday life,
- Have opportunities to develop their leadership, resilience and team-working skills via Challenge Based Learning.
- Demonstrate resourceful, resilience and positive attitudes when challenged.

When Bohunt was awarded "Secondary School of the Year" and "Overall School of the Year" in 2014, the TES noted, "What sets Bohunt apart is not just the breadth of its achievements, but its culture of innovation, its focus on the whole child and its unparalleled willingness to work with others to enact improvements beyond its gates." This is the vision and philosophy which underpins the approach taken in Southsea (students took part in the school's first expedition - to climb a volcano - in the summer of 2016, a Combined Cadet Force has started, a Bushcraft Camp has been introduced and the Duke of Edinburgh Award launches at the school in October 2016), Worthing and Wokingham and it will be the driving force behind the vision for the all through free schools in Horsham and [REDACTED].

Our vision is based upon the development of confident, learners who form and share their own opinions and understand the rewards of hard work. Teachers of all subjects use challenge-based learning to foster independent and creative thought, which is synonymous with a BET school. Teachers have additional not contact time to work together in Change Teams, to ensure that evidence based practice is developed across the school so that all students benefit from the best and teaching which is less than good is not tolerated. This collaborative approach to teaching and learning, based upon best primary practice, will permeate the entire approach across the new schools in [REDACTED] and Horsham.

Outdoor education helps students develop responsibility, resilience and independence. Through a structured programme of adventurous activities, they're encouraged to explore, dream and discover. Creativity and entrepreneurialism are actively taught at BET schools not lost at the end of the primary phase. Primary children will be taught English, maths, science and languages by expert, specialist teachers who have a very clear vision of where those children are heading through their educational journey. They will know what building blocks need to be established before children move on and will see how the skills and attributes the primary curriculum establishes grow as students progress through the school.

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Why Expand the Trust?

BET is keen to expand the trust for the benefit of its existing schools which will have a wider cohort from which to draw good practice and all schools will benefit from the economies of scale as well as the vibrancy of a cross-phase local MAT. However, BET is also keen to share its success with more children and more schools so that the reach of excellent, challenge based learning and the highest expectations can impact upon a larger number of children and their teachers. This is particularly pertinent for the development of all through schools where the highest quality specialist teaching will impact on primary progress and excellent primary pedagogy will extend the repertoire of secondary phase teachers. We believe that the BET vision is highly effective and well suited to the existing and proposed communities in West Sussex that will be served by the new free schools. The new schools will complement and improve educational provision in both Horsham and [REDACTED].

BET is confident that the new schools will lead to enhanced academic performance at Key Stage Four. However, the capacity to extend the Bohunt approach down through Key Stage Two and Key Stage One and into Early Years provides a singular opportunity for these new communities. All-through schools founded upon the ERA ethos and with challenge-based learning and enquiry at their heart will include early encounters with foreign languages in playful and enjoyable settings and the beginning of the life-long love of outdoor learning and challenge which we foster in our students through encouraging children to notice and appreciate the natural world on our doorstep.

The primary phase will include Forest School, with the aim being to develop and nurture love of the outdoors and physical and emotional challenges. The secondary phase will start to bring in trips, visits, expeditions and the Duke of Edinburgh Award Scheme. We enter pupils for a wide range of competitions: sporting and academic, including the HSBC National Mandarin speaking competition. We were proud to be selected as one of the lead schools in the recent Mandarin Excellence Programme.

At the earliest stage, all our students will begin to take part in a STEM (Science, Technology, Engineering & Maths) Society for an hour each week. These experiences are carefully planned and provide age appropriate opportunities to develop key attributes and soft-skills such as resilience, team working, digital literacy, creativity and leadership. This programme will be a feature of every academic year and it will grow in challenge and sophistication with each Key Stage.

Alongside specialist teaching of the basics of the National Curriculum, this approach will mean that early gains can be built upon year on year, rather than lost in transition as is the case both locally and nationally. The targets for performance are laid out in Section D. [REDACTED], in his annual report 2014/15, noted: *“Thousands of*

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children leave primary school each year with a competency in reading, writing and mathematics that will set them up confidently for secondary school. It is a terrible waste that so many are subsequently failed by their secondary school and their progress stalls after the age of 11". This is not the case at Bohunt where pupils make fantastic progress and their outcomes are the envy of local schools. Our aim is to ensure that is the experience for pupils throughout their school career and that success for all is built upon year on year. This is why BET want to open all-through schools in Horsham and [REDACTED]

Summary

West Sussex County Council have identified the need for new schools in the Horsham and [REDACTED] areas to serve new housing developments. BET has a proven track record in delivering large scale building projects on time, on budget and with a clear and constant vision for the learning opportunities provided by innovative and flexible spaces. The learning environments created at Bohunt Liphook, the founder school, have been the subject of presentations at the Apple European Summit and the SSAT conference and we welcome visitors from all over the world to our school on a regular basis. BET is experienced, as a trust, in getting the best from high attaining secondary age pupils and supporting lower attaining pupils and those from less advantaged backgrounds to become independent and confident learners. We understand the challenge of applying our vision and approach to the primary sector in these new schools but believe that, with the support of our primary consultant and consultant Headteacher, our all-through schools will offer the highest quality teaching and learning to current and new residents. We are convinced that the BET ethos, leadership and vision will deliver a world class education for [REDACTED] and North Horsham.

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.

The following table shows the anticipated build over time for **Bohunt Horsham** based upon class sizes of 30 students. The numbers, indicated by the projected shortfall in current schools plus the build-out rate of the new housing would mean that the school would be (and needs to be) at capacity by 2025 at the latest. The first cohort would join at reception and Year 7 in 2019.

	2019	2020	2021	2022	2023	2024	2025
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Year 7	210	210	240	240	240	240	240
Year 8		210	210	240	240	240	240
Year 9			210	210	240	240	240
Year 10				210	210	240	240
Year 11					210	210	240
Primary	60	120	180	240	300	360	420
Secondary	210	420	660	900	1,140	1,170	1,200
Total School	270	540	840	1,140	1,440	1,530	1,620

The following table shows the anticipated build over time for **Bohunt Burgess Hill** based upon class sizes of 30 students. The numbers indicated by the build-out rate of the new housing plus the movement of students from poorly performing local schools would mean that the school would also be (and need to be) at capacity by 2025. The first cohort would join at Reception and Year 7 in 2019.

	2019	2020	2021	2022	2023	2024	2025
Reception	60	60	60	50	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Year 7	120	180	210	210	210	210	210
Year 8		120	180	210	210	210	210
Year 9			120	180	210	210	210
Year 10				120	180	210	210
Year 11					120	180	210
Primary	60	120	180	240	300	360	420
Secondary	120	300	510	720	930	1,020	1,050
Total School	180	420	690	960	1,230	1,380	1,470

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: 23	Mandatory/ Voluntary	Comments
Early Years Foundation Stage – Year R			
Whilst it isn't appropriate to put timings on the number of hours spent on subjects in the EYFS, the school will ensure early phonics and maths are given a dedicated taught period each day. Each week will also include a STEM Society hour (detailed in D1 below) and learning related to the outdoors. All other aspects of the EYFS curriculum will be taught through continuous and enhanced provision planned across each week to ensure coverage of all 7 areas of learning in an inter-connected manner.			
Literacy – (Phonics, Reading, Writing)	2.5 (30 mins per day)	M	This will be the minimum provision for whole class teaching. Additional individual and small group interventions will take place beyond this time and as part of the other five areas of learning. Reading will be taught individually. In addition to these specific slots, students will experience maths, phonics, reading and writing within continuous and enhanced provision.
Mathematics	2.5 (30 mins per day)	M	
STEM Society	1.0	V	This will introduce young children to thinking and talking about technology and science and learning how to work together.
Outdoor Learning	1.0	V	This will support physical development but will also introduce children to learning outside the classroom
Communication and Language	16.0	M	In addition to specific teaching of mathematics and literacy, the other five areas of learning and development will be covered through carefully planned programmes of work leading to assessment against the early learning goals. The areas of learning are interconnected and will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Reception teachers will be gradually shifting the balance towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.
Understanding the World		M	
Expressive Arts and Design		M	
Physical Development		M	
Personal, Social and Emotional Development		M	

Subject/other activity	Hours per week: 25	Mandatory/ Voluntary	Comments
KS1			
English	6	M	There may be a variance in the timings for English and maths, depending on the needs of individual students and cohorts. For example, additional taught time may be used for small group interventions to ensure students are 'keeping up'.
Mathematics	5	M	
Science Computing Design & Technology STEM Society	4	M	These subjects will be taught through a coherent STEM approach which will also incorporate aspects of maths
Geography	1	M	Where appropriate these subjects will be taught through the topic. If this is not appropriate they will be taught through discrete subjects.
History	1	M	
Art	1.5	M	
Music	1.5	M	
Physical Education and Outdoor Learning	2	M/V	KS3/KS4 specialist teachers to deliver some aspects for all year groups.
Foreign Languages	1.5	V	
PSHE /Citizenship	1.5	M	
Religious Education		M	
Subject/other activity	Hours per week: 25	Mandatory/ Voluntary	Comments
KS2			
English	5	M	There may be a variance in the timings for English and maths, depending on the needs of individual students and cohorts. For example, additional taught time may be used for small group interventions to ensure students are 'keeping up'.
Mathematics	4	M	
Science Computing Design & Technology STEM Society	5	M	These subjects will be taught through a coherent STEM approach which will also incorporate aspects of maths
Geography	1.5	M	Where appropriate these subjects will be taught through the topic. If this is not appropriate they will be taught through discrete subjects.
History	1.5	M	
Art	1.5	M	
Music	1.5	M	
Physical Education and Outdoor Learning	2	M/V	KS3/KS4 specialist teachers to deliver some aspects for all year groups.
Foreign Languages	1.5	V	
PSHE /Citizenship	1.5	M	
Religious Education		M	

Subject/other activity	Hours per week: 27.5	Mandatory/ Voluntary	Comments
KS3 - Number of 55 minute lessons of per week – As at Bohunt Liphook			
English	4	M	
Maths	4	M	
Science	5	M	
Languages	2	M	
History	2	M	
Geography	2	M	
Art	1	M	
Music	1	M	
Drama	1	M	
PE/Outdoor Learning	3	M	
Computing	1	M	
PSRE	2	M	To include citizenship and RE
STEM	2	V	As described in D1
Subject/other activity	Hours per week: 27.5	Mandatory/ Voluntary	Comments
KS4 - Number of 55 minute lessons per week – As at Bohunt Liphook			
English	5	M	To include English literature for most students
Maths	5	M	To include additional maths for some students
Science	5	M	Triple or double
PE	2	M	With outdoor learning options
PSRE	1	M	To include citizenship and RE
Option 1 (Langs)	3	V	Those on vocational programmes will be encouraged to take a language and a humanity but may make other
Option 2 (Hums)	3	V	
Option 3	3	V	

Option 4	3	V	choices.
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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 characteristics of the pupil cohorts attending existing Horsham and [REDACTED] schools are broadly similar to those of the cohort served by Bohunt Liphook, the BET founder school. Each cohort contains between 5% and 10% of pupils who are eligible for free school meals, with Bohunt Liphook at the upper end of that scale. Both the Horsham and Liphook cohorts show below 1% with EHCPs with Burgess Hill slightly higher at 1.6%. The proportion of students for whom English is an additional language is low in all three cohorts with Horsham the highest at 7.1%. This means that the successful approach to learning which BET has developed at Bohunt Liphook will be largely replicated in the new schools due to the similarity of the local pupil population. At primary level, the same general approach will be adopted since this is driven by a pedagogical and philosophical approach which is equally applicable. However, BET recognises the need to ensure the close involvement of the best possible primary expertise in the detailed construction of the curriculum and this expertise has been secured as shown in Section F1.

A rigorous academic curriculum will underpin high quality learning across all phases. Rapid improvements in progress and attainment will be achieved by being at once conservative and innovative. This might, on first reading, appear contradictory; however, we are clear that the best learning and skill acquisition takes place alongside, and in addition to, mastery of the basics. We will prioritise student progress and attainment in the irreducible core of maths, English and science.

At the Foundation Stage and in Key Stage 1, the building blocks of the BET approach to learning will be laid. These are:

- Positive attitudes to learning
- A growth mind-set
- High expectations
- Positive attitudes towards others
- Excellent self-regulating behaviour and resilience
- Higher level thinking and communication skills

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

The primary approach will concentrate on establishing and building upon the basics, whilst emphasising the need to develop the whole child as an active and engaged learner. Making connections between curriculum areas and building transferrable skills begins early and we believe that the all-through model, where specialist staff observe, plan and teach across key stages will establish the bedrock of this. Our maths curriculum will follow a 'mastery' model in both primary and secondary phases.

We will promote a strong sense of self-worth combined with a respect for others. Consistently high expectations will be embedded within an environment that is founded on mutually respectful relationships. The all-through model will best serve to embed this philosophy across the whole educational journey so that the gains we make in each key stage can be built upon in the next.

Bohunt Horsham and [REDACTED] will have the highest expectations of students with regard to their behaviour, their personal development and their sense of social responsibility, alongside their academic progress. Planned transition between key stages will be crucial in ensuring a cohesive and enjoyable educational journey. We recognise that, whilst this is easier in an all-through school, a large proportion of our students will join at Year 7 from other primary schools.

Transition

BET schools work incredibly hard on their transition arrangements, transition is not an event, but a process and, as with any good education, needs to be differentiated to the individual needs of the students. This will be particularly important in Bohunt Horsham and [REDACTED] where the majority of students transfer at the age of 11 but some will be progressing within their own school. BET's expertise has been built from its various schools experience and other significant experiences:

- Bohunt Liphook took a leading role in the creation of a cross-border action plan to help the students who were coming from outside of Hampshire at the age of 11.
- One of the Trust leaders, [REDACTED], spent a year working for a day a week in a local Primary School; a benefit of this experience was his understanding of transition, in detail, from the primary perspective.
- Staff from BET schools support Primary schools; for example, over the last year staff have run maths and English boosters for AMA; run science workshops, taught Mandarin classes, run sports events with student sports leaders, mentored staff and set up monitoring systems in partnership with their feeder primary schools.

Transition age 11

We will provide Bohunt Horsham and [REDACTED] prospective, and current, parents with:

- Access to the school on any day, not just "open" days
- A successful transition summer camp which, when it was introduced in our new

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

school in Worthing, prompted all the other local schools to do likewise.

- A small team to compile extensive information about new students from a range of sources. This team approach builds productive relationships with anxious children and their parents/carers which continues after transition and allows us to build supportive tutor groups as well as arranging early and bespoke SENCO support.
- An extensive offer of Yr 5 clubs, run in the secondary part of the school and often run by secondary phase students, for students from outside of the Bohunt School. This will ensure they get to know current students and get used to the school environment.
- Yr 5 and Yr 6 days as well as transition evenings for parents and carers and ensure that the monitoring and review following transition is ongoing and robust so that any developing issues can be quickly addressed.

As an all-through school, we will foster these strong and productive partnerships with schools as both *partner* primary schools and *feeder* primary schools.

Transition age 16

As a highly successful 11-16 school, where well over 90% of students progress to sixth form college or FE college at the end of Year 11 every year, Bohunt Liphook has developed an effective programme of careers advice and guidance which supports students in making the right choices for progression. This work is built upon excellent relationships with local colleges, and with more specialist institutions further afield. As with transition at the age of 11, this is not an event but a process and students begin talking about their post-16, and post-18 ambitions, in Year 8 as part of the STEM society activity as well as the formal careers and options processes. Bohunt Horsham and [REDACTED] will engage in the same active processes with the students who attend and will be working closely with high performing local colleges such as Sir Richard Collyer which is situated [REDACTED] from the proposed Horsham site as well as with FE providers such as Central Sussex College which has campuses at both Crawley, convenient for Horsham, and at Haywards Heath which is adjacent to [REDACTED]. Several schools with sixth forms serve the [REDACTED] area and Plumpton Agricultural College is also within a reasonable travel-to-learn area for post-16 students. The new schools will adopt the same pro-active approach to securing the transfer of students to the most appropriate provision at 16 as demonstrated by the founder school.

Reception

Building upon the Early Years Foundation Stage teaching, our expert practitioners will use the Early Excellence Baseline in order to ensure that each child who joins a BET school at this point has focussed and personalised support. It is important that all children achieve mastery in the specific areas of literacy and maths, whilst making excellent progress in their physical development, communication and language and their personal and social skills. The BET approach will offer stimulating and challenging learning opportunities which focus on the development of the whole child combined with a focus on core skill development to meet the EYFS learning goals but, more

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importantly, make sure that our children are ready for Key Stage 1. Our TESLA TSA will make sure that the teachers who work with our youngest children have specialist knowledge and proven ability to:

- Organise stimulating and challenging learning opportunities in line with the EYFS
- Understand the developmental pathways of young children so that pupils are engaged with their learning
- Continually assess the progress children are making and adapt their teaching accordingly
- Provide a supportive and inclusive atmosphere in which young children feel confident to begin to explore their own ideas and feelings

During the Summer Term there will be visits to the nursery providers to ensure a smooth transition and establish a detailed context about each child. Prior to starting school there will be welcome meetings with parents of the children due to start in September. Children will have the opportunity to visit their new school for 'stay and play' sessions through the latter part of the summer term. All Reception students will be able to attend full-time in September if they and their parents are ready. However, there will be flexibility within the pattern of attendance whilst students settle, if in discussion with parents, a student is felt not to be 'school ready', a period of part-time attendance may be considered appropriate. This pattern has been adapted from the established patterns already in place at successful primary schools.

During a child's first year s/he will follow a curriculum built around seven areas of learning and development. These, listed below, are interconnected and, being mainly taught through play, will be planned and delivered by skilled staff to encourage the development of curiosity and enthusiasm for learning.

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

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

Children will be learning the basic skills they will need throughout life. These include reading, writing and number skills. Early phonics will be taught through Letters and Sounds. By the end of Year R all students will have experienced Phases 1-4, in order to ensure they are on track to achieve the expected standard in the Year 1 phonics screening. Provision will be in place to ensure students who are finding it more challenging to acquire the early sounds receive additional support to keep up. Our maths curriculum will follow a 'mastery' model overseen by our primary cluster numeracy director who will link with the trust director for maths to ensure consistency at both key stages.

Alongside the highest quality teaching, our youngest children will begin to benefit from the unique opportunities offered by BET. These will include early encounters with foreign languages in playful and enjoyable settings and the beginning of the life-long love of outdoor learning and challenge which we foster in our students through encouraging children to notice and appreciate the natural world on our doorstep. At this early stage, our students will begin to take part in a STEM (Science, Technology, Engineering & Maths) Society for an hour each week. These experiences are carefully planned and provide age appropriate opportunities to develop key attributes and soft-skills such as resilience, team working, digital literacy, creativity and leadership. This programme will be a feature of every academic year and it will grow in challenge and sophistication with each Key Stage.

Key Stages 1 and 2

BET is privileged to have the support of two exceptional primary leaders in to support the planning and delivery of the primary curriculum for our new schools, Brian Ball and Francois Walker whose experience has been discussed in previous sections.

During Year 1, students will continue with letters and sounds and complete Phase 5 in preparation for the Phonics screening in June with additional support for any who are progressing at a slower pace. The primary National Curriculum will be taught with the same focus on deep learning and intellectual challenge which characterises the BET approach. The Foundation subjects will benefit from high quality specialist teaching, particularly in music, PE and art and all students will have the opportunity to begin to learn Mandarin, French and Spanish.

The core curriculum; mathematics, reading, writing, speaking and listening, SPAG, science and technology will be taught by primary practitioners with relevant and current understanding of primary pedagogy and assessment. The framework provided by the National Curriculum will be brought to life by the approach taken to teaching, learning and leadership at Bohunt Horsham and [REDACTED]. The curriculum will ensure that the golden threads of number, reading and writing are a constant theme and it's

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

important that students understand their importance. Meanwhile, teaching quality will bring challenge and a sense of achievement and foster a love of learning in our students which they will carry forward with them.

The welfare, health and happiness of our students is of paramount importance and an engaging SMSC and PSHCE curriculum will be aligned with the growing opportunities for sport and for outdoor learning which we at BET believe to be so important in raising aspirations and securing wellbeing. Bohunt Horsham and Bohunt Burgess Hill will take a planned and exponential approach to outdoor learning with students experiencing, at first hand, learning outside the classroom through a carefully planned and exponential approach to challenge which begins with ecology and micro-adventures and, by the time students reach the end of Key Stage 2 expands to include orienteering, bush-craft and nights under canvas.

Students will continue to progress in the STEM subjects and will learn about new technologies as well as gaining a good basic understanding of key scientific knowledge and technological competence. The STEM Society will continue as a weekly feature for our growing primary cohorts. An example of this in practice is work done with pupils in years 4 and 5 which involved local field work where children looked at how technology helps us live in urban areas, created "living maps" of this work and collaborated on a presentation to local councillors including recommendations, for example improving lighting or traffic control. This combination of science and technology with team-work, presentation and debating is typical of the STEM Society curriculum which forms part of the BET character-building experience. Children will continue to develop as confident, independent learners and, at the end of Year 2 the statutory assessments in English, mathematics and science will take place and the outcomes discussed with parents as the basis for progress in Key Stage 2.

A cross curricular approach to learning will be adopted across the primary phase of the school. As students begin KS1, topics will be closely aligned to their own experiences and often linked to high quality texts. In Key Stage 2 this topic approach will progress into more abstract themes that take students beyond their own experiences. The development of higher level thinking skills, particularly abstraction, is linked to high performance and the challenge based learning approach of BET fosters deep learning and deep engagement. These topics and themes may change each year to ensure the needs of each cohort of students are met. Where it is not possible to link an aspect of the curriculum to the topic or theme it will be taught as a discrete subject. Examples of this may include PE, RE and some aspects of mathematics.

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Primary School Day

8.40	Registration/Assembly (Extended on Friday for School Meeting)
9.00	Learning (9.25 on Friday)
10.35	Break
10.50	Learning
12.10	Lunch
12.55	Quiet time back in learning bases
13.00	Learning
14.10	Break
14.20	Learning
15.30	After school clubs and activities

Secondary School Day

School Day Monday to Thursday		School Day Friday	
8.40	Registration/Assembly	8.40	School Meeting
9.00	Period 1	9.25	Period 1
9.55	Period 2	10.15	Period 2
10.50	Break	11.05	Break
11.10	Period 3	11.25	Period 3
12.05	Period 4	12.15	Period 4
13.00	Lunch	13.05	Lunch
13.40	Registration	13.45	Registration
13.45	Period 5	13.50	Period 5
14.40	Period 6	14.40	Period 6
15.30	Extra-Curricular Activities	15.30	Home

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Key Stage 1 and 2: Core Subjects

English

English is divided into three specific areas of reading, writing and speaking and listening.

Reading

BET will actively encourage parents to practise the high frequency words and read with their children daily. Parents with whom we particularly need to engage will be invited in small groups to attend specific events, such as coffee mornings, where support will be provided for parents to help their children with specific activities in an interactive and engaging manner. BET has developed considerable expertise in this through working with the parents in Bohunt Priory, an inner-city school in Portsmouth. Bohunt Horsham and [REDACTED] will benefit from this learning. Parents will be routinely contacted about the good things their children are doing and will be regularly invited into school. Students will access different levels of books to develop their reading so they become confident and fluent readers who keep hold of childhood's love of stories and develop it into a love of books. We will create opportunities to support parents in developing these skills with their child.

Writing

We will operate an emergent writing culture, as children develop their vocabulary and writing skills they will be able to use more words and develop their use of punctuation. The importance placed on foreign languages at Bohunt Horsham and [REDACTED] will underpin excellent grammar teaching across the curriculum. Preparation for the grammar and spelling tests at the end of Year 6 will form a part of a teacher's planning.

Speaking and Listening

Whilst speaking and listening is no longer formally part of the English curriculum it is important that children become confident speakers. We emphasise the need for students to talk about their learning and to hold and express opinions as well as to articulate their thoughts. We expect our students to start to develop leadership skills and become confident 21st century citizens. To this end we will provide a range of opportunities in terms of debate, discussion, presentation, performance and reflection for children to grow their speaking and listening skills across the primary key stages.

Mathematics

Mathematics will be taught daily following a 'mastery' model of delivery with an appropriate emphasis on learning and practising the basics such as tables. Support from home with this will also be essential. Significant time will be devoted to making sure that students all understand and can apply the rules of number (addition,

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subtraction, multiplication and division), and there will be on-going assessments in mathematics to meet the key objectives. However, it is important that maths is well-taught and enjoyable and that the concepts are seen as transferrable. Our unique approach to STEM subjects, which promotes the interrelated use of maths, science and technology through practical experience is key to the success of BET in this field.

Science

Science will be incorporated into the thematic approach at Key Stage 1 and Key Stage 2 but the focus will be on developing curiosity as well as the acquisition of knowledge and skills. Students will be encouraged to approach science with excitement and to ask key questions about their world. The thematic approach to science will be underpinned by academic rigour and the explicit teaching of key scientific knowledge as vital to understanding the concepts we explore through challenge. Links with technology and maths will be explicitly explored through the STEM approach

At Key Stage 1 additional time has been allocated to English to ensure that all students develop the necessary literacy skills to access Key Stage 2. During Key Stage 2 additional time has been allocated to foundation subjects where aspects of literacy will be applied alongside key learning. In addition to the allocated 2 hours taught time, students are expected to participate in extra-curricular sport and outdoor learning as well as other activities which develop their enjoyment of subject areas such as languages, alongside parents, teachers and their peers in less formal settings. Some aspects of mathematics will be taught through the STEM approach in Key Stage 2 so their application to science and technology are explicit.

In planning our wider approach to the primary curriculum, BET will be drawing upon the highly successful practice at Whiteknights Primary School, a larger than average, thriving Primary School in Wokingham and a formal consultant for BET in establishing these two schools. Its broad curriculum is focussed on providing pupils with quality experiences. Pupils all participate in their Forest School, and are responsible to managing two acres of land which includes an orchard, an extensive vegetable garden, a large pond and small forest area. Pupils in KS2 also learn how to cook several three course meals in the cooking school. These experiences are practical, primary examples of the approach taken by BET which includes Outdoor Learning and STEM Society, drawing together science and technology along with practical applications of knowledge in the real world, teamwork and decision making. Francois will be directly involved in transferring the primary approach he has developed at Whiteknights to provide all pupils at Bohunt Horsham and [REDACTED] [REDACTED] [REDACTED] with an enriched learning experience, which enables them to practically implement the numeracy and literacy skills gained during focussed morning lessons.

The themed curriculum at Whiteknights is designed to provide pupils with rich learning

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experiences which support the acquisition and consolidation of key skills. The curriculum is closely managed, providing pupils with planned experiences beyond the classroom; texts linked to topics and develop partnerships with parents and the local community.

████████████████████, uses a research based approach to drive school improvement which will be replicated in the primary phase of the new BET schools. Two recent examples of this are:

- The use of the Inspire Maths scheme, championed by the DfE, drawing from the successful teaching of maths skills in Singapore. This has resulted in pupil outcomes exceeding national averages in all areas within the mathematics curriculum. (KS1 87%, KS2 85% reaching Age Related Expectations in Mathematics)
- The teaching of Phonics using Read Write Inc. cited in the DfE document “20 outstanding primary schools excelling against the odds” as the most successful tool in teaching pupils to read has had a positive impact. (Phonics Screening pass rate of 97% this academic year.)

Key Stages 3 and 4

Bohunt Horsham and ████████████████████ will serve cohorts which share similar characteristics with the founder school, Bohunt Liphook and they will, therefore, share a common approach to the secondary phase curriculum content and design, as well as having a common understanding of what constitutes excellent teaching and learning. The new schools will offer a broad, yet deep, curriculum, staffed exclusively by subject specialist teachers and differentiated to individual students’ needs. Low levels on entry will not be accepted as an excuse for slow, low levels of progress and, ultimately, attainment.

Students will all take part in STEM Society each week during Key Stage 3. This time is less focused on content and provides opportunities for experiential learning and enables pupils to develop key attributes and soft-skills such as resilience, team-working and leadership. These high quality experiences such as kayaking and engineering challenges (for example the Greenpower Car where students compete in teams to design and make the fastest and most economically efficient vehicle) serve to develop a student’s sense of self-worth and self-confidence, both of which are key if students are to be successful academically and later in the work place. STEM education will continue at Key Stage 4 and, in conjunction with local businesses, will be a key method of delivery. Students will be encouraged to make connections between the sciences, mathematics and technology and to engage in real world and applied learning to ensure that we produce leading designers, engineers and inventors of the future. There will be timetabled STEM lessons that take place in specialist STEM Workshops.

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Bohunt Horsham and [REDACTED] will be characterised by the importance placed upon Outdoor Education; students will experience at first hand learning outside of the classroom, including activities such as Bushcraft, Orienteering, Ecology and Expeditions to remote parts of the World. The extra-curricular opportunities, as well as the taught curriculum will provide opportunities for pupils to develop a sense of service and duty and care towards others, particularly the vulnerable. This will be an integral and palpable constituent of our distinctive ethos, including raising money for charity, voluntary work and the Duke of Edinburgh Award Scheme. The range of opportunities available at Bohunt Liphook is too extensive to list in full but includes; music of all sorts, both formal and informal, art, dance, languages and related cultural clubs such as Chinese culture and marshall arts, cookery, creative writing and a wide range of sports. This range will be replicated at Bohunt Horsham and [REDACTED]. Deep learning and deep engagement will be fostered through an emphasis on *Challenge Based Learning* (CBL) which is supported by the STEM Society sessions and complemented by *Guided Learning*. What this means in practice is a number of things:

- Technology being used to support learning, for example:
 - Video marking to give more detailed feedback, including highlighting sections of a piece of work, that can be watched over and over.
 - Instantly marked quizzes that highlight to students and the teacher where there are misunderstandings.
 - A greater range of outputs for pieces of work that engage higher order skills as well as understanding of the content (e.g. video)
 - Access to more challenging resources (e.g. academic papers) for more able students.
- Schemes of work that allow a balance of student independence and rigour. By the teacher controlling the resources, but the students controlling the way they work and the output type the content can be learnt whilst building in communication skills, higher order thinking skills, leadership and teamwork
- Specific reading, writing, maths and computer programming packages designed for tablets and computers can allow a blended learning approach, which means more personalised work for students, thereby accelerating their progress. This is more applicable to primary than secondary due to the greater availability of high quality packages.
- The approach of working from a challenge, rather than a specific learning objective can be used without technology if the right resources are in place. This approach is not used ALL the time, but WHERE APPROPRIATE; we find that students have to have a certain level of knowledge before they can meet a challenge at a high level and with rigour.
- The advantages of the Challenge Based approach are:
 - They combine skills (subject specific, communication, leadership and

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teamwork) with content knowledge

- They lead to the understanding of topics in greater depth
- They make the content more memorable
- They allow for greater use of Guided Learning, which has been shown to accelerate students' progress by nearly a level over a year.

This project based pedagogy, which Bohunt has pioneered in partnership with Apple, will develop the qualities and skills that contribute to student wellbeing; offer rich occasions for the exercise of creativity; prepare students for entrepreneurial roles (Hargreaves, 2008). The study of foreign languages will be compulsory throughout Key Stage 3 and 4 for the overwhelming majority of students as we consider language proficiency to be a vital skill for our pupils to compete in a global economy.

Challenge

- The curriculum will be predicated upon acquiring mastery of the three building blocks of maths, English and science. Most students will follow Ebacc. Subjects at KS4 to promote breadth, choice and a love of learning.
- The curriculum will provide rigour and challenge. Where appropriate students will follow courses in single sciences, able mathematicians will take further maths and statistical courses. Academic rigour is not compatible with early entry and students will not be fast tracked onto condensed courses of study.
- Students will be offered the opportunity to study Mandarin as *lingua franca* to provide intellectual rigour and challenge, combined with proficiency in the possible language of the future.
- Sport, which is demonstrably effective raising attainment and aspirations will be both curricular and extra-curricular programme at both Key Stage 3 and 4. Bohunt Liphook has the highest levels of sporting participation in Hampshire.

Meeting the Needs of all Students

The statistics relating to the percentages of pupils with SEN, EAL and FSM in the Horsham and [REDACTED] schools which were mentioned in summary at the beginning of this section are outlined in detail in the two tables below:-

Standards and pupil characteristics in primary schools within 2 miles and secondary schools within 3 miles of the site of the proposed all-through free school in Horsham

Schools nearest proposed free school	Distance from proposed school	Most recent Ofsted rating	% of FSM Pupils	% of EAL Pupils	% pupils with EHCP	Attainment Measures	Progress Measures
All Saints CEP	0.92m	2	1.4%	7.2%	0.5%	93%	R 93%

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NoR 210		Feb '11				L4 RWM	Ma 97%
Holbrook Primary NoR 417	1.04m	2 Jun '14	4.3%	3.1%	0.2%	87% L4 RWM	R 100% Ma 100%
Kingslea Primary NoR 413	1.93m	2 Mar '13	5.6%	20.1%	1.5%	75% L4 RWM	R 92% Ma 89%
Leechpool Primary NoR 409	1.63m	3 Jun'15	14.7%	4.9%	1.2%	83% L4 RWM	R 98% Ma 95%
Littlehaven Infant NoR 133	1.30m	2 Feb '14	14.3%	6.1%	0	NA	NA
North Heath Primary NoR 401	1.52m	2 Mar '13	8.1%	6.0%	0.5%	92% L4 RWM	R 98% Ma 98%
Northolmes Junior NoR 142	1.40m	3 Oct '15	11.3%	4.9%	0.7%	72% L4 RWM	R 86% Ma 76%
Rusper Primary NoR 101	1.87m	3 Mar'15	0	0	1.0%	53% L4 RWM	R 87% Ma 73%
St Robert Southwell Cath Primary NoR 147	1.09m	2 Mar '13	2.7%	15.4%	0.7%	88% L4 RWM	R 100% Ma 94%
Forest School (The) NoR 1052	2.52m	2 Nov '12	7.7%	6.0%	1.0%	64% 5A*-C (EM)	En 88% Ma 65%
Millais School NoR 1502	2.23m	1 May '14	5.8%	7.0%	0.5%	83% 5A*-C(EM)	En 90% Ma 82%
Tanbridge House School NoR 1380	3.11m	1 Nov '12	5.0%	5.0%	0	75% 5A*-C(EM)	En 91% Ma 73%
Bohunt Liphook NoR 1571	NA	1 Apr '13	9.7%	3.8%	0.7%	75% 5A*-C (EM)	En 78% Ma 86%
Average figures that may be applied to Bohunt Horsham			6.6%	7.1%	0.7%		
LA average (Pri SF)			10.5%	10.4%	1.3%	77% L4 RWM	R 90% Ma 86%

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Nat average (Pri SF)			15.4%	19.4%	1.4%	80% L4 RWM	R 91% Ma 90%
LA average (Sec SF)			8.7%	8.1%	1.6%	60% 5A*-C(EM)	En 75.1% Ma 68%
Nat average (Sec SF)			13.9%	15.0%	1.8%	57% 5A*-C(EM)	En 71.3% Ma 67%

Standards and pupil characteristics in primary schools within 2 miles and secondary schools within 3 miles of the site of the proposed all-through free school in [REDACTED]

Schools nearest proposed free school	Distance from proposed school	Most recent Ofsted rating	% of FSM Pupils	% of EAL Pupils	% pupils with EHCP	Attainment Measures	Progress Measures
Sheddingdean Primary NoR 183	0.79m	3 Sep '14	21.9%	7.5%	0.5%	78%	R 85% Ma 88%
Gattons Infant (The) NoR 264	0.89m	1 Jan '07	7.3%	4.6%	0.8%	N/A	N/A
Southway Junior School NoR 317	0.99m	2 Nov '13	5.5%	3.4%	0.4%	87%	R 89% Ma 91%
St Wilfred's Catholic Primary NoR 412	1.19m	2 Jan '13	8.3%	9.9%	1.0%	90%	R 97% Ma 97%
Manor Field Primary NoR 524	1.24m	2 Feb '13	13%	8.6%	1.0%	82%	R 90% Ma 94%
London Meed Primary NoR 424	1.49m	3 Feb '15	5.2%	7.3%	4.5%	78%	R 86% Ma 79%
Bolnore Primary NoR 310	1.71m	2 Mar '11	5.6%	5.0%	0	70%	R 86% Ma 72%
Birchwood Grove Primary NoR 352	1.84m	1 Jul '12	2.3%	5.4%	0.9%	98%	R 96% Ma 98%
St Paul's Catholic	0.94m	1	NA	8.6%	3.8%	81%	En 89%

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College NoR 1068		Nov '07					Ma 83%
Oakmeeds Community College NoR 866	1.54m	3 Nov '15	7.5%	5.2%	1.2%	61%	En 71% Ma 64%
Warden Park Academy NoR 1490	2.04m	2 Feb '12	NA	4.4%	2.6%	74%	En 80% Ma 81%
Oathill Community College NoR 927	2.95m	2 Oct '13	8.8%	5.5%	1.9%	61%	En 77% Ma 66%
Bohunt Liphook NoR 1571	NA	1 Apr '13	9.7%	3.8%	0.7%	75%	En 78% Ma 86%
Average figures that may be applied to ██████████			8.5%	6.2%	1.6%		
LA average (Pri SF)			10.5%	10.4%	1.3%	77% L4 RWM	R 90% Ma 86%
Nat average (Pri SF)			15.4%	19.4%	1.4%	80% L4 RWM	R 91% Ma 90%
LA average (Sec SF)			8.7%	8.1%	1.6%	60% 5A*-C(EM)	En 75.1% Ma 68%
Nat average (Sec SF)			13.9%	15.0%	1.8%	57% 5A*-C(EM)	En 71.3% Ma 67%

Our educational aims are the same for all our students regardless of their context or starting point. What will differ will be the type and amount of support an individual student needs to achieve. Students requiring support will be identified early and the correct support will be put in place to enable them to access the curriculum and be successful. The SENCO (when appointed) will work across all key stages to help students to make better than expected progress as they move through the school, building upon effective transition between key stages. As the schools grow, the SENCO will use data and individual education plans to ensure that in-class support is differentiated, effective and targeted on progress. He/she will provide expert training for teaching assistants to ensure that the relationship with the classroom teacher is collaborative and targeted on learning aims specific for the identified needs of each student. In-class support will use a range of techniques, such as modelling and scaffolding, to ensure that students are making progress towards independent learning rather than learning to rely on support.

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The SENCO will:

- co-ordinate the support for all SEND children ensuring they receive the most appropriate support to meet their specific needs
- liaise regularly with parents, keeping them up to date re current provision, progress and interventions in place
- work with outside agencies such as Language Therapy, Educational Psychology, Child and Family Mental Health Services, Paediatrics and the School Nurse
- work with the WSCC in determining the best provision for all students with an Education Health Care Plan (EHCP)
- provide all staff with up to date training and strategies to assess and support SEND students in class

Students for whom **English is an Additional Language** will benefit from highly skilled and experienced teachers who are accustomed to working with students from different ethnic backgrounds. The high priority placed on foreign languages, including immersion language teaching, makes BET an ideal provider for the aspirational communities in Horsham and [REDACTED] as well as providing expert support for the growing percentage of children for whom English is not their first language. BET regards these children as providing valuable cultural diversity and richness for the whole school community.

We will operate a fully inclusive environment where all learners are welcome and supported. We recognise that **Looked After Children** will have considerable emotional needs that may impact on their learning and so we will ensure that there is provision in place to support them with a carefully constructed education plan and access to additional support, such as an ELSA. The key to success will be in establishing clear lines of communication to ensure there is an early identification of needs and so avoiding any potential barriers to learning. There will be a designated teacher (in the first stages of school growth this will be the Deputy Head) who will ensure communication to staff and regular tracking to ensure that support is appropriate and effective.

Those students who are eligible for **pupil premium** funding will be carefully monitored to ensure that the programmes we put in place to accelerate their progress are having an impact. Ongoing analysis of data comparing the progress of students in receipt of the Premium with their peers will allow for interventions to be reviewed and adjusted as necessary to prevent any gaps in attainment which relate to the circumstances of a child's birth.

We have the highest expectations of all students and the curriculum that students will enjoy at Bohunt Horsham and [REDACTED] will be predicated on high

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performance and high attainment, regardless of starting point. We provide extensive enrichment opportunities and the **most able** students will have access to deeper and more extensive learning throughout the curriculum and at every Key Stage. These opportunities include immersion language teaching where groups of students have up to a third of their curriculum delivered in French, Spanish or Mandarin. The students on the immersion courses are nearly a year ahead of their peers in ALL subjects due to the higher order listening skills, teamwork and resilience developed by the immersion style of teaching. In addition, BET students have opportunities to engage in real-world and applied learning through our STEM work, to see themselves as the designers and engineers of the future. This work is led by the National STEM Lead, winner of STEMNET's Stem Leader of the Year Award in 2013.

At Key Stage 3 students will hone their literacy and numeracy skills and develop their knowledge and understanding in the foundation subjects so that they are ready to make decisions about their pathways at Key Stage 4. Students will also learn about new technologies and computing in order to develop the necessary programming and coding skills for future employment. This will include the teaching of Web 2.0 skills during New Technology Lessons (Year 7).

At Key Stage 4, students at Bohunt Horsham and [REDACTED] will have access to a wide range of qualifications at different levels, from entry to Level 2 which can be combined to form personalised pathways which augment the EBacc core which we encourage as many students as possible to pursue.

Students at Bohunt Horsham and [REDACTED] will be able to select from qualifications which lead to different pathways to choose at Key Stage 4. We have already covered, earlier in this section, the extensive careers guidance and support for aspiration which forms part of the PSRE curriculum and informs many of the STEM Society debates at KS3 and KS4. This is stepped up with focussed work across the curriculum and in specific events for students and parents as they are supported in choosing their KS4 pathways. These pathways build upon students aspirations and post-18 plans as well as their areas of interest and successes to date.

- Pathway 1: Traditional GCSE route – Core of English, maths, science (triple and double), PSRE, PE, a language, a humanity and then 2 choices
- Pathway 2: In school Vocational route – Core of English, maths science (BTEC), PSRE, PE, and then a vocational course (2 options) plus 2 choices
- Pathway 3: external vocational route (level 1) – Core of English, maths, science (BTEC), PSRE, PE, and then an external level 1 vocational course, plus 2 options.

Option choices will be as follows:-

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Language Choices	Humanity Choice	GCSE Choice	BTEC Vocational Choice	External Provision
French Spanish German Japanese Mandarin	Geography History	iGCSE Global Perspectives Statistics Art and Design Photography Drama Dance Music Geography History Economics Business Studies IT Computing Science French Spanish German D&T Resistant Materials D&T Food PE	Sport Travel & Tourism Creative Digital Media Production Information and Creative Technology Horticulture Engineering Performing Arts	Range of Vocational courses offered through specific arrangements with FE Colleges and other providers. (This will be underpinned by an agreement covering quality assurance, assessment, attendance and reporting similar to that in place at Bohunt Liphook.)

Student Leadership

BET believes strongly in student leadership in practical and effective terms so that students have a real role in decision making and are expected to provide, as well as receive, challenge. Leadership opportunities will be extensive in the new schools, such as student voice, prefects and student leaders at all levels, reading mentors for lower age groups, tutor group mentors, student councillors and debate, sport, dance, STEM and science leaders. However, students, at all Key Stages, are expected to develop and display leadership qualities through taking ownership of their own learning and their behaviour towards to each other. On Friday morning of each week a School Meeting is scheduled which requires all students to take part in discussion and debate and to reflect upon national and global issues as well as creating opportunities for student voice to be heard.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and

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

D2 – measuring pupil performance effectively and setting challenging targets

The process of recording, analysing and responding to student performance data is key to student success. We have implemented across all Trust schools both baseline and cognitive ability testing. These norm-referenced tests provide accurate information on pupil potential as well as attainment and form the basis of our target setting and performance analyses.

We understand the importance of the home school partnership in this process and our data capture and reporting are systematic and personalised to make sure that all students achieve highly. We do not believe that context or prior attainment should be allowed to influence the expectations of progress and we set challenging targets for all students, regardless of these factors, and work with them to overcome any barriers to high attainment.

All students will join a House when they join Bohunt Horsham or ██████████, and the Head of House is the “Achievement Co-ordinator.” The role of the Achievement Co-ordinator (AC) is to focus on the progress, performance and targeted interventions for each child. They will do this by analysing the performance and tracking data collected three times a year, along with Attitude to Learning (ATL) data. This information is used to ensure that students are on-track to achieve the challenging targets we set and are showing high standards of application, concentration and engagement. ACs will use this information to identify where intervention is needed and make the necessary arrangements for this to be put in place.

Each AC will collate the assessments and progress reports from classroom teachers in order to produce three reviews each year detailing the impact of their interventions on progress, attainment and conduct. These reviews form the basis for termly communication with parents and age-related suggestions about how they can support their child at school. Information will be communicated to parents through the students’ planner, online student information, parents’ evenings and letters home. A curriculum booklet will be produced for all students and parents to outline formal assessment schedules as well as key dates linked to tests, examinations, parent consultation and learning events.

ACs are guided and supported in their practice by the Assistant Headteachers (Well-being) whose analysis is informed by information, data and good practice guidance from the MAT data and performance teams, shown in purple on the structure chart in Section D3, which ensures that robust benchmarking and projections are produced and

D2 – measuring pupil performance effectively and setting challenging targets

analysed.

The head of phase, headteacher, senior and middle leaders will hold regular panel meetings to discuss the progress of students and identify where issues for specific years, subjects or groups of students are needed as well as overseeing the impact of AC interventions.

Early Years Foundation Stage:

We will use Early Excellence Baseline Assessment on entry. Progress through early years will be informed by the EYFSP and Development Matters. We will use an online interactive assessment tool such as Orbit and Tapestry to provide real-time assessment information linked to school and home experience. On-going assessments will inform and shape teaching and learning within the year and into KS1. Targets will be informed by the baseline provided by Early Excellence and by the expectations of readiness for Key Stage 1.

Children will be above the national and West Sussex percentage for achieving at least expected levels across all early Learning Goals and would be in line with the standards achieved in the highest performing areas:-

Percentage of children achieving at least expected levels in all the ELGs at the end of the EYFS	National 2015	W.Sussex 2015	BET Target
	64.1%	61.6%	75%

Key Stage 1 and Key Stage 2

Students will be given the opportunity to master every skill before they move on to the next. This will ensure all students 'keep up' rather than 'catch up' at a later stage. Higher attaining students who master aspects more quickly will be given the opportunity to become expert within each year group's expectation, using and applying their knowledge, skills and understanding across the curriculum. This approach will be underpinned by the three key data collection points explained earlier and informed by ongoing teacher assessment. Final teacher assessments for KS1 will be collated in July of each year with detailed information being passed on to the receiving teacher, including the aspects that a student may not yet have mastered that must continue to be taught alongside the curriculum in the new year group.

Outcomes from statutory assessments including, Year 1 phonics screening, and end Key Stage 1 and Key Stage 2 tests will inform strategic planning and self-evaluation. Fundamental to the success of this will be regular moderation within and across BET schools.

Use of Raiseonline and other externally validated data sources will be used to

D2 – measuring pupil performance effectively and setting challenging targets

benchmark against national expectations and other high performing schools. Our expectation will be that every child, with the exception of those with significant cognitive delay or complex special need, will, at least, achieve Age Related Expectation (ARE). Students who have 'not yet achieved' ARE will have continued access to targeted support to accelerate their progress.

Key Stage 1

- Phonics screening will be at or above 85% which is substantially higher than national figures (77% in 2015) and those in West Sussex (73%).
- Children eligible for FSM will perform better in these tests than they do nationally (65%) or in West Sussex (55%) with the expectation that they close the gap so that, in BET schools, these children perform as well as those who are not eligible for FSM
- More than 85% of students will reach the new expected standard in English reading, mathematics and English SPAG and achieve a scaled score over 100.

Key Stage 2

- More than 90% of students will reach the new expected standard in reading, writing and maths and achieve a scaled score over 100.
- A positive value added score will be achieved when comparing the students scaled scores at KS2 to their scaled scores at KS1 or from the reception baseline test in 2022
- Progress will be better than national and West Sussex for all groups of students:-

Progress in 2015 based upon current KS2 Measures	National	West Sussex	BET Target. KS2 Scaled Score 100+
Expected Progress Reading	91%	90%	96%
Expected Progress Writing	94%	92%	98%
Expected Progress Maths	90%	86%	95%
Expected Progress Reading – Low Attainers	80%	78%	90%
Expected Progress Writing – Low Attainers	88%	84%	95%
Expected Progress Maths – Low Attainers	76%	71%	90%
Expected Progress Reading – Mid Attainers	95%	93%	100%
Expected Progress Writing – Mid Attainers	96%	94%	100%
Expected Progress Maths – Mid Attainers	93%	89%	100%
Expected Progress Reading – High Attainers	92%	90%	100%
Expected Progress Writing – High Attainers	96%	94%	100%
Expected Progress Maths – High Attainers	93%	90%	100%
Expected Progress Reading - Disadvantaged	88%	84%	95%
Expected Progress Writing - Disadvantaged	92%	87%	95%
Expected Progress Maths - Disadvantaged	86%	79%	95%
Expected Progress Reading - EAL	91%	89%	100%
Expected Progress Writing - EAL	94%	94%	100%

D2 – measuring pupil performance effectively and setting challenging targets

Expected Progress Maths - EAL	92%	90%	100%
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Key Stage 3 and 4

BET will implement at Bohunt Horsham and [REDACTED] its highly effective data tracking system which focuses on raising student achievement and progress through the collection, analysis, use and communication of data. A range of data sets will be used to establish a base line and identify challenging targets for individual students and for subject areas and year groups. This data will include prior attainment, transition matrices, FFT and Raiseonline as well as Progress 8 estimates. However, the additional challenge based upon the performance of students who attend BET schools at secondary level means that target setting anticipates that all students will make better progress and achieve higher outcomes than usual data predicts. This experience based additional challenge will be calculated into the targets we will set in the new schools since the available data suggests the cohort will be similar to the cohort at Bohunt Liphook and Bohunt Worthing. This data will be disseminated at departmental, house, class and individual student level.

Prior to opening we will have a clear method of incorporating the new Key Stage 2 standardised scores into this data analysis. All Year 7 students will undertake Cognitive Ability Tests (CATs), Access Reading Tests and as required for SEND students, for example, the Helen Arkell Spelling Test (HAST). The data will identify vulnerable groups, in line with our ambition that all students make good progress and achieve, irrespective of their starting point. Appropriate support, provision and intervention will be provided for all students to address their personal learning needs.

Vulnerable Groups

- All students entering the secondary phase without having reached at least the expected level in reading, writing and maths will receive additional and one-to-one support to boost them to the level of their peers. This programme of intervention is going to be very important as research shows that currently social deprivation is a good indicator of achievement; we must break that link.
- The challenging targets mentioned earlier will be set for *all students* from the start of year 7 and progress against them rigorously monitored.
- Additionally, for FSM/Ever6 students, we will devise a bespoke menu of interventions and support each year. These will be driven by the School Improvement Plan and will reflect our close analysis of the research of the Education Endowment Fund and Sutton Trust.
- Each FSM/Ever6 student will have an individual plan. The plan will be produced by one of our pastoral managers (Achievement Coordinators) and signed off by

D2 – measuring pupil performance effectively and setting challenging targets

the Deputy Headteacher.

- The plans will detail the opportunities available and personalise support to the needs of the individual. A key facet of the plans will be to raise aspirations and provide opportunities, for example, to learn a musical instrument and participate in an ambitious school trip for example. The plan will be discussed and agreed with the student and parents.
- Regular data updates relating to individual FSM/Ever6 students will be provided to the relevant Achievement Coordinator relating to academic progress, attitudes to learning and attendance to support monitoring. The plans will be reviewed towards the end of the spring term to establish progress, impact of interventions and will be adapted as priorities change.
- The Headteacher, Senior and Middle Leaders will hold regular panel meetings to discuss the progress of FSM/Ever6 students and additional, often subject-specific, case workers will be assigned where concerns arise.
- The twin track process will serve as a catalyst to students' progress as it will raise their awareness of opportunity and develop ambition and self-esteem.
- Bohunt Liphook was asked by Ofsted, after their visit in April 2013, to write a case study on its best practice with regards to FSM students and, as a National Support School, we are a go-to school for the disadvantaged.
- The attainment and progress of FSM/Ever6 students at Bohunt Liphook has increased in three successive years and attainment exceeds the national averages for **non-FSM** students.
- Students with multiple needs will be identified as particularly vulnerable and will receive care and tuition in nurture groups; these groups are designed to accelerate progress and deepen understanding and subject knowledge in English and maths.
- The sharing of specialist staff, cross-phase events, the intertwining of programmes of study, summer schools and easy sharing of data will ensure a smooth transition, particularly for students who join Year 7 from the primary schools listed in the tables in Sections D1, not the Bohunt primary phase. The disruption, lack of continuity and need for the new school to re-assess and re-group often leads to regression and is one of the main drivers for wanting to open all-through schools.
- Research suggests that this dip in attainment is felt most keenly by the more disadvantaged (Centre Forum report). Through the close collaboration of schools in the locality, these issues will be addressed and progress improved.

D2 – measuring pupil performance effectively and setting challenging targets

- The focus of monitoring, recording and reporting will be on learning and progress. There will be regular reporting to parents that is made very clear through the use of simple measures and colour coding.
- Bohunt Liphook's Low Ability learners show superior progress when compared to similar schools, the LA and the National Performance of ALL students. In 2016, 61% of students who are disadvantaged achieved 5A*-C including English and maths.

We will strive, through our pastoral, curriculum and teaching structures, to eliminate discrimination and actively promote equality.

The trips and visits programme will be extensive and varied, thereby ensuring that all students are motivated to attend multiple events during their time at school. By advertising trips and visits up to three years in advance, careful targeting of the pupil premium and pastoral support it is expected that all disadvantaged students will attend at least one residential during their time at school.

Consistent practice across the MAT will be central to our success and the success of our students. BET has a MAT-wide approach to data and to CPD as shown in the structure diagram as well as clear policies and rigorous practices in place to ensure that these systems are embedded in both new schools. Monitoring of progress and outcomes will be accompanied by close oversight of the quality of teaching. Lesson observation, including peer observation and, in some cases, student observation will be accompanied by work scrutiny and assessment review. Teaching and learning is robustly monitored according to an annual calendar which will be implemented across the new schools. This approach involves leaders at all levels working together to analyse and triangulate information, answer key questions, create plans and ensure actions are completed.

In addition to overarching strategic leadership, financial management and leading of teaching and learning and specific MAT-wide roles which include Data and information, transition and HR (as shown on the structure chart is Section D3); specific MAT-wide activity currently includes:-

- BET approach to trainee teacher recruitment, research and CPD courses through the TESLA Teaching School (Bohunt Liphook is the lead school for this TSA). Key work this area includes:
 - Middle and Aspiring Leader courses
 - Improving outcomes for Boys
 - Running a bespoke MA Course to improve action research
- Issues that are relevant across the Trust are worked on collaboratively between schools to improve the quality of the outcome and the efficiency of working

D2 – measuring pupil performance effectively and setting challenging targets

(through facilitated discussion between relevant personnel in each school). E.g.:

- New curriculum planned between schools
 - IT Strategy Group worked on improving learning & teaching and decreasing cost
 - L&T group are embedding trust wide initiatives on feedback, memorisation, challenging the more able, co-planning and differentiation
 - Sharing of STEM Schemes of work designed in conjunction with industry partners (e.g. Siemens and 3M)
- BET Subject Directors in maths, English and science visit schools and meet regularly in order to improve monitoring, teaching, training identification and proliferation of better practice within these core subjects.
 - New BET Primary Cluster Directors for Literacy and Numeracy to be appointed
 - Heads of School hold each other to account through scheduled peer monitoring visits; especially regarding the pace and effective implementation of school improvement plans.

This activity will be expanded as the new schools join the trust bringing new expertise and experience as well as increasing the requirement for consistency in relation to ethos, policy and practice. The intention of the trust is to appoint an Executive Headteacher with oversight of the three schools in West Sussex. This is to provide leadership capacity for the expanding trust and begin to provide career progression through levels of leadership within the trust. This new role is also to ensure that the three schools which are very close geographically collaborate effectively and operate consistently. This structure will facilitate the sharing of staff so that, as the schools grow, high quality subject and phase expertise can have the greatest possible impact as well as making the employment of part-time subject specialists both affordable and desirable. The new schools will benefit from the established structures and practices which are successful and from being part of our effective teaching school alliance which has both secondary and primary partners.

In addition to regular reporting, BET schools are expected to craft an on-going two-way conversation with parents/carers rather than just relying on the regular and structured exchanges which are part of the school calendar. Teachers contact parents with both positive and negative information as it happens and in the method preferred by parents, e.g by text, email or telephone. Coffee mornings, workshops and information evenings are organised across the year, for example on internet safety, option choices, supporting your child in maths etc. There are, of course, regular consultation evenings which will include one within the first three weeks for Year R and Year 7 parents/carers. All parents, but particularly new parents, will be encouraged to contact the school at any time and, particularly in YrR, to visit and see the school in operation.

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

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

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

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

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

When Bohunt Liphook was inspected in April 2013, the quality of teaching was described as, *“typically outstanding and never less than good, which is why students make exceptional progress, both over time and in most subjects.”* This forensic focus on securing the highest quality teaching at every key stage and for every student underpins the staffing plans for Bohunt Horsham and [REDACTED]

The advantage of BET and the TESLA TSA is the breadth and depth of the professional development opportunities for individuals and teams, not only in terms of developing their teaching and learning but also their careers and interests. The trust is a nursery of leadership and has clearly understood approaches to professional development across the trust which will extend to Bohunt Horsham and [REDACTED]. The approach to teaching focusses on an absolute commitment to teaching the basics well within the BET policies (the Red Lines) with detailed support for higher level teaching so that students become, “game changers,” – i.e, not only do things well but look at how things are being done and do them better. This approach is underpinned by cross-MAT policies and professional learning for teachers.

As well as set-piece training, BET teachers see professional development as something they are doing every day as part of their job, they are expected to ‘pull down’ the help they need in order to create sustainable change in their performance and their success is assessed against the following student outcomes:-

- 4 levels of progress between Y7 and Y11, regardless of KS2 start point.
- Highest quality behaviours for learning, including no low level disturbance.
- Highest level of engagement.
- Development of attitudes and ambition that prepare students to be ‘game changers’.
- Deep learning, including following students’ own areas of interest.

This will be the driver for the early recruitment of a Headteacher Designate for each

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

school to oversee the recruitment of the best staff in time for opening so that they are able to grow into their role as Head of School by directly influencing the selection and induction of the staff team they will lead. The Headteacher Designate will also lead the engagement with other local schools and with parents and the community, focussing specifically on the recruitment of pupils into Year R and Year 7 for the opening year.

Following the appointment of the Headteacher Designate, the [REDACTED] will work alongside that appointee to recruit a Head of Phase. Either the Head or the Head of Phase appointed will be a primary specialist who embraces the BET ethos and understands the vision for the all-through school. These are important strategic appointments and the successful candidates will demonstrate the ability to work across all key stages. BET also intends to appoint an Executive Headteacher to provide leadership capacity and coherent direction to the three West Sussex schools, Bohunt Worthing, Bohunt Horsham and [REDACTED]. This will assist the trust in ensuring the vision and ethos of the schools is consistent and will provide the network of support and challenge for local Headteachers and governing bodies as well as a direct route to the Trust Board.

Both schools will recruit staff every year in line with the anticipated growth as laid out in Section D1, adding areas of responsibility and leadership as the need requires. The underpinning costings for the model is explained in Section G and detailed in the financial template. BET, as a successful existing MAT, will utilise the subject expertise and leadership capacity from the trust and the new schools will benefit from leading the TESLA, (teaching school alliance).

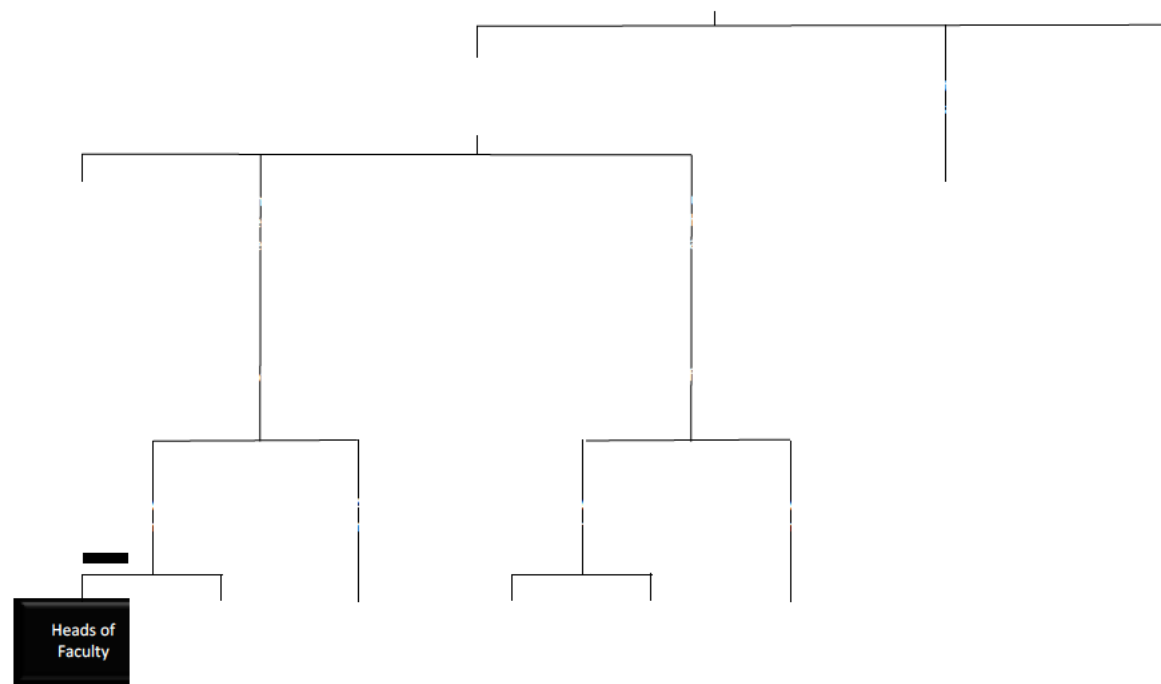
[REDACTED] and Bohunt Horsham will also share some staff so that BET, as a trust, will employ staff on full time contracts, in some instances, and deploy them part-time to each school. For example, in the first year of opening, Bohunt Horsham and [REDACTED] will require, between them, 22 periods of language teaching, unevenly distributed across the schools. The intention, therefore, would be to employ a full time linguist to cover both schools and, based upon a teaching load of 26/30 periods, each new reception class would also receive some specialist languages teaching.

In addition, BET currently employs a number of high quality individuals who work across the MAT as shown in the organogram in Section F2. Bohunt Horsham and [REDACTED] will, therefore, benefit from high quality data tracking, HR support, Financial management, IT and CPD as well as strategic leadership from the [REDACTED]. Once the new schools have opened and are operating, BET intends to appoint an Executive Head-teacher in order to provide additional leadership capacity across the three BET schools, including Bohunt Worthing, in West Sussex, and ensure the three academies benefit from shared expertise and economies of scale. Non-teaching functions are provided or supported by the trust and the roles within

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

each of the new schools mirror those within our existing academies.

The staffing Organogram for both Bohunt Horsham and [REDACTED] once the schools are at capacity is shown below.



The following tables indicate the proposed staffing growth from year one to full capacity.

Leadership Team: Bohunt Horsham: Headteacher and Head of Phase to be appointed a year before the planned opening in 2020. If the overall headteacher is a primary specialist then a head of phase secondary will be appointed and vice-versa. One of the heads of phase will also be the de facto head of the all through school*

	2019	2020	2021	2022	2023	2024/25
Executive Headteacher	0.3	0.3	0.3	0.3	0.3	0.3
Head Phase* Secondary	1	1	1	1	1	1
Head of Phase *Primary	0	0	1	1	1	1
Assistant Head	0	0	0	2	3	4

Primary Teaching Staff: Bohunt Horsham. In addition to the class teachers, the primary specialists shown below will be supported by subject expertise as described in

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

the curriculum section, D2 and shown by slightly enhanced staffing levels in specialist subjects and a SENCO which are included in secondary staffing table.

	2020	2021	2022	2023	2024	2025	2026
Reception	2	2	2	2	2	2	2
Year 1	0	2	2	2	2	2	2
Year 2	0	0	2	2	2	2	2
Year 3	0	0	0	2	2	2	2
Year 4	0	0	0	0	2	2	2
Year 5	0	0	0	0	0	2	2
Year 6	0	0	0	0	0	0	2
TA/Supp	1.0	2.6	5.0	6.0	6.0	6.0	6.0

Secondary Teaching Staff: Bohunt Horsham: The structure contains some slight enhancement to provide flexible deployment of specialists into the primary phase of the school. Note: The Executive Headteacher will oversee the best utilisation of staff across three West Sussex schools so that part-time staff shown in the deployment table for Bohunt Horsham may be deployed for the remainder of their time in [REDACTED] or Bohunt Worthing. Thus one computing teacher may be 0.5 in Bohunt Horsham in 2019 and 0.5 in [REDACTED]

Total	2019	2020	2021	2022	2023	2024	2025
	Y7 - 7 FE	Y7 - 7 FE Y8 - 7 FE	Y7 - 8 FE Y8 - 7 FE Y9 - 7 FE	Y7 - 8 FE Y8 - 8 FE Y9 - 7 FE Y10 - 7FE	Y7 - 8 FE Y8 - 8 FE Y9 - 8 FE Y10 - 7FE Y11 - 7FE	Y7 - 8 FE Y8 - 8 FE Y9 - 8 FE Y10 - 8FE Y11 - 7FE	Y7 - 8 FE Y8 - 8 FE Y9 - 8 FE Y10 - 8FE Y11 8FE
Subject	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE
English	1.5	2.5	4.0	5.5	7.0	7.5	8.0
Mathematics	1.5	2.5	4.0	5.5	7.0	7.5	8.0
Science	1.8	3.0	5.0	6.5	9.0	9.0	9.5
Computing	0.5	0.8	1.0	1.5	2.0	2.5	2.5
History	0.6	1.5	2.0	2.5	3.0	4.0	4.0
PSRE	0.6	1.5	2.0	2.5	2.8	3.0	3.0
Geography	0.6	1.5	2.0	2.5	3.0	4.0	4.0
Foreign Languages	0.6	1.5	2.0	3.5	4.5	5.0	5.0
Physical Education	1.0	2.0	3.0	3.5	4.0	4.0	4.0
Art	0.3	0.8	1.0	1.5	2.0	2.0	2.0
Drama	0.3	0.8	1.0	1.5	2.0	2.0	2.0

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

Music	0.3	0.8	1.0	1.5	2.0	2.0	2.0
Technology/STEM	1.0	1.5	2.0	2.5	3.0	3.5	3.5
SENCO/TAs	1.0	2.5	3.0	4.5	5.0	5.0	5.0

Leadership Team: [REDACTED] Headteacher and Head of Phase (either primary or secondary) to be appointed a year before the planned opening in 2019 but, due to slower build, further senior team members to be appointed from 2021 with capacity from MAT leadership team in the interim. If the overall headteacher is a primary specialist then a head of phase secondary will be appointed and vice-versa. One of the heads of phase will also be the de facto head of the all through school*

	2019	2020	2021	2022	2023	2024	2025
Executive Headteacher	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Head of Phase Primary*	1	1	1	1	1	1	1
Head of phase Secondary *	0	0	1	1	1	1	1
Assistant Headteacher	0	0	0	1	2	2	3

Primary Teaching Staff: [REDACTED]:

	2020	2021	2022	2023	2024	2025	2026
Reception	2	2	2	2	2	2	2
Year 1	0	2	2	2	2	2	2
Year 2	0	0	2	2	2	2	2
Year 3	0	0	0	2	2	2	2
Year 4	0	0	0	0	2	2	2
Year 5	0	0	0	0	0	2	2
Year 6	0	0	0	0	0	0	2
TAs/Supp	1.0	2.6	5.0	6.0	6.0	6.0	6.0

Secondary Teaching Staff: [REDACTED]: The secondary staffing structure contains slight enhancement in the early years in order to ensure realistic deployment and, as with the Horsham structure, to allow for some specialist deployment into the primary phase.

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

Total	2019	2020	2021	2022	2023	2024	2025
	Y7 - 4FE	Y7 - 6FE Y8 - 4FE	Y7 - 7FE Y8 - 6FE Y9 - 4FE	Y7 - 7 FE Y8 - 7 FE Y9 - 6 FE Y10 - 4FE	Y7 - 7 FE Y8 - 7 FE Y9 - 7 FE Y10 - 6FE Y11 - 4FE	Y7 - 7 FE Y8 - 7 FE Y9 - 7 FE Y10 - 7FE Y11 - 6FE	Y7 - 7 FE Y8 - 7 FE Y9 - 7 FE Y10 - 7FE Y11 - 7FE
Subject	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE
English	1.0	1.8	3.0	3.5	5.3	7.0	7.5
Mathematics	1.0	1.8	3.0	3.5	5.0	7.0	7.5
Science	1.0	2.5	3.5	5.5	7.5	8.5	9.0
Computing	0.5	0.8	1.0	1.5	1.8	2.5	2.5
History	0.5	1.0	1.5	2.0	3.0	3.5	3.5
PSRE	0.5	1.0	1.5	1.8	2.0	3.0	3.0
Geography	0.5	1.0	1.5	2.0	3.0	3.5	3.5
Foreign Languages	0.5	1.0	1.5	2.0	2.5	3.0	3.5
Physical Education	0.6	1.2	2.2	2.5	3.0	3.5	3.5
Art	0.3	0.5	1.0	1.5	1.5	1.8	2.0
Drama	0.3	0.5	1.0	1.5	1.5	1.8	2.0
Music	0.3	0.5	1.0	1.5	1.5	1.8	2.0
Technology/STEM	0.5	1.0	1.5	2.0	2.5	3.0	3.0
SENCO/TAs	1.0	2.0	3.0	5.0	5.0	5.0	5.0

Contingency Planning

For how we would manage on 70% income please see Section G1.

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

Bohunt Horsham and [REDACTED] will not be faith based schools. They will be welcoming and inclusive for students from all ethnic backgrounds, cultures and religions. BET takes an overtly global outlook and places high value on cultural diversity as shown by the invitation to Chinese teachers to teach in our school and through the links we have developed with schools across the world as well as the importance we place on languages and international travel.

As in Bohunt Liphook, the numbers of children for whom English is an additional language are likely to be below national averages in Bohunt Horsham and [REDACTED] so explicit and focussed support will be provided to ensure that these children can access the curriculum and learn English rapidly. This approach will include the use of young interpreters, an approach pioneered in Hampshire, which engages children and their families in peer coaching to aid the integration and development of other children who speak the same language. It is a highly motivating and effective way of supporting EAL children which won the Guardian Grassroots Award in 2013.

The School Meetings which take place on a Friday morning promote debate and BET students are encouraged to challenge discrimination and inequality in all its forms and develop empathy and compassion. Examples include inspirational input from [REDACTED], an alumna of Bohunt Liphook who won a bronze medal in the 2012 Paralympic games and a very well received session run by the Student Leadership Team on things they wish they had realised earlier. Charities and those in need are regularly discussed at these meetings which are set-up to encourage reflection and develop social values.

In addition to dedicated lessons on personal, social and religious education which includes exploration of a range of faiths, religions and cultures, we aim to broaden the horizons of our students by looking at important moral and social issues and tackling some of life's biggest questions. All areas of teaching and learning will provide opportunities to promote a student's spiritual, moral, social and cultural development. We will:

- develop a multi-cultural and non-sexist approach to teaching
- ensure resources used in all areas contain positive images of all groups and are multi-cultural and non-sexist.
- develop strategies to integrate students of different gender, race and ethnicity in the classroom, assemblies, dining hall and any other gatherings.
- ensure that linguistic diversity is viewed positively by staff and students.
- provide a procedure for actively tackling any discrimination that contravenes this Equalities Policy and to make this known and understood and implemented by all students, staff and governors.
- deploy teaching methods and styles which take into account the diversity

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

Bohunt Horsham and [REDACTED] will provide the opportunity for reflection in quiet times and a calendar of events which mark key religious festivals as well as a programme of assemblies which are Christian in nature. Students will be able to withdraw from aspects of assembly that is not in line with their personal faith. Our catering facilities will be able to respond to any special dietary requirements.

British Values

Bohunt Horsham and [REDACTED] 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 as set out in Part 2 of The Education (Independent School Standards) Regulations 2014. This will include a clear strategy for embedding fundamental British values within the ethos of the school. We will challenge opinions or behaviours that do not support this.

We will actively promote tolerance and understanding through the programme of school meetings and assemblies

Democracy will be understood in practice through the election of student leaders and through debates, mock elections and referenda.

STEM Society for all year groups will encourage group collaboration and the development of empathy and understanding

Tolerance of different faiths and beliefs will be achieved by equipping students with the ability to understand their place in a culturally diverse society and by giving them the opportunity to experience such diversity within the school community.

BET takes seriously its responsibilities under the Prevent agenda and both new schools will have in place appropriate measures for ensuring students are protected from radicalisation in school

We will ensure that students leave with the strongest foundation of values upon which to build a successful life and a successful contribution to local communities, Britain and the wider world as appropriate.

Prevent Duty

Our curriculum and ethos generally promote tolerance and understanding. Specifically, we will train all our staff, not just the dedicated safeguarding lead using the Workshop to Raise Awareness of Prevent (WRAP) core training materials. Furthermore we will monitor pupils' internet access within school and ensure that pupils are educated in

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

keeping safe from radicalisation via social media. We will draw up a list of characteristics and behaviours to help staff identify those children potentially at risk.

Our robust Safeguarding policies and procedures will also ensure that all colleagues are able to identify pupils at risk of harm whether it be self-harm, child abuse in its many guises, sexual exploitation or female genital mutilation. This practice will be underpinned by our curriculum and approach which encourage healthy and informed decision making.

BET supports the principle of equal opportunities for all associated with our schools and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment (defined as **Protected Characteristics**). We are a committed equal opportunities employer and will take every possible step to ensure that employees are treated equally and fairly.

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

BET is proposing to open an all-through 4 to 16 school to the North of Horsham and an all-through 4 to 16 school in the [REDACTED]. In both areas, West Sussex County Council have identified the need for the new schools as part of significant housing developments to be completed within the next 10 to 15 years, (the current planning period); a letter confirming this is attached in the annexes.

North of Horsham

By 2025 West Sussex County Council are predicting a substantial shortfall in school places in Horsham. There will be 318 too few places in existing primary schools and

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

1,016 too few places in existing secondary schools.

The area north of the [redacted] is intended to accommodate at least 2,500 new homes and this new community, to the north of Horsham, will require facilities and services to meet the needs of the families that will live there. This includes high quality schools and West Sussex County Council have identified the need for two 420 place primary schools and one secondary school to provide between 900 and 1200 places within the new development.

There are seven primary schools, one junior school and one infant school within two miles of the proposed new development. With a net capacity of 2,527 places (4-11). In September 2019, the number on role across all nine schools will total 2,433 showing a current surplus of only 94 places across all schools locally. Opening in 2019 will mean that the primary phase of Bohunt Horsham school will reach capacity by 2025. At this point, West Sussex are predicting a shortfall of 318 primary places which the new school would be up and running to provide. By 2031, the end of the planning period, the projections show a shortfall of 785 places at primary which means that the new school, opening in 2019, will have sustainable numbers going forward. This shortfall equates to more than 26 primary school classes which requires two 420 place primary schools to already be operating close to capacity.

The following figures have been provided by West Sussex County Council. They include the children anticipated from any house building which is already known and approved:-

School	Distance Ofsted	NoR	Forecast NOR Including Projected Child Product								Projection by 2031
			NCA	2019	2020	2021	2022	2023	2024	2025	
All Saints CEP	0.92m Good (02'11)	210	210	204	203	207	210	214	217	221	-63
Holbrook Primary	1.04m Good (06/'14)	417	420	394	375	379	382	386	389	393	-25
St Robert Southwell	1.09m Good (03/'13)	147	157	139	126	130	133	137	140	144	-39
Littlehaven Infant	1.30m Good	133	135	139	144	145	146	147	148	148	-27

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

	(02/'14)											
Northolmes Junior	1.40m RI (10/'15)	142	240	162	171	173	174	175	176	177	45	
North Heath Primary	1.52m Good (03/'13)	410	420	433	453	457	460	464	467	471	-103	
Leechpool Primary	1.63m RI (06/'15)	409	420	429	438	442	445	449	452	456	-88	
Rusper Primary	1.87m RI (03/'15)	101	105	104	110	110	125	174	272	364	-421	
Kingslea Primary	1.93m Good (03/'13)	413	420	429	433	443	453	465	458	471	-62	
Primary Totals			2527	2433	2456	2485	2530	2610	2720	2845	3312	
Shortfall in Pri Places				94	71	42	-3	-83	-243	-318	-785	

Further to the basic need case, **there are 652 primary aged children who are currently attending a school which is not Good in this area of Horsham.** The projections in the table above show that from 2020 onwards Rusper Primary (RI) and Leechpool Junior (RI) will be over capacity whilst some nearby Good schools are projected to have spaces. Bohunt Horsham will offer 60 places in reception from 2019 onwards which will provide a good school for these children and by 2025 there will be 420 places available which will not only provide enough primary places but will also offer a better alternative for local families. Rusper Primary School achieved only 53% L4 RWM in 2015, significantly below the floor standard and the Ofsted report of March 2015 cites lack of opportunities for pupils to use reasoning to solve problems and lack of challenge in some classes as key reasons for this school not being “Good.” BET’s approach directly addresses these issues and the trust would want to offer a place for these children at the earliest opportunity. Similarly, at Northolmes, “there is too little challenge for pupils.”

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

Full details of comparative educational performance are provided in Section D as is information about the pupil cohort in each school. As is apparent from the figures, the overall cohort is similar to that served by Bohunt Liphook, although there is considerable variation in the percentage of disadvantaged children in the primary schools. The percentage of children eligible for free school meals is higher in Bohunt Liphook than in any of the existing secondary schools and data presented in sections D1 and D2 show that at Bohunt Liphook these children have a better chance of success. The Ofsted grading and the date of the last inspection is also shown in the table above, all three RI judgements in the primary sector date from 2015 and two of those failing schools have higher than average FSM populations.

There are two 11-16 secondary schools within three miles of the proposed development and one further secondary school just over three miles away. Taken together, these three schools have a net capacity of 4,140 places in 2019. Even without the pressure of new housing, these schools already have a shortfall of 135 places in 2019 within the travel to learn area. Once the new housing begins to come on stream, the pressure on secondary places quickly becomes acute with a projected shortfall at secondary level of 485 places by the following year and 1,395 places by the end of the planning period. This shortfall equates to more than 46 secondary classes and makes the requirement for a new 9FE secondary school apparent.

The following figures have been provided by West Sussex County Council:-

				Forecast NOR							Shortfall by 2031
School	Dist	NoR	NCA	2019	2020	2021	2022	2023	2024	2025	
Millais (Girls)	2.23m O/S	1502	1500	1547	1664	1696	1730	1771	1806	1839	-464
The Forest School (Boys)	2.52m Good	1054	1140	1164	1276	1309	1343	1385	1420	1454	-445
Tanbridge House	3.11m O/S	1380	1500	1564	1686	1719	1752	1794	1829	1863	-489
Secondary Totals		3936	4140	4275	4625	4724	4825	4949	5055	5156	5535
Shortfall in Sec places				-135	-485	-584	-685	-809	-915	-1,016	1,395

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

BET intends to open Bohunt Horsham in 2019 with 7 forms of entry at Year7. Whilst the figures in the table above show a shortfall of 135 places in 2019, the most recent experience of similar housing developments in popular and well connected areas of the South East with similar population characteristics, such as ██████████ ██████████ in Hampshire, suggest that the number of newly resident children in the developments in Horsham and in ██████████ is likely to average 21 secondary aged pupils from every 100 houses (and 30 primary aged pupils). This would result in the pupil population at both secondary and primary increasing more rapidly than the above figures suggest across the planning period. Certainly BET would anticipate the secondary phase of the all-through school growing year on year in the same way as the primary phase so that, by 2025 the school would be at capacity and offering 1,200 places in response to the local deficit which is projected to increase further to at least 1,395 by 2031.

The anticipated timetable for the building of 2,500 houses specifically planned for the area to the north of the town of Horsham is shown in the table below. The table also shows the number of pupils (Child Product or Pupil Yield) that the 2,500 houses in this development would be expected to produce between the building of the first 50 houses in 2018 and the final 200 in 2031. This demonstrates that the existing deficit in secondary places in Horsham will be further exacerbated by children from new housing as the large development rolls out.

Year	'18	'19	'20	'21	'22	'23	'24	'25	'26	'27	'28	'29	'30	'31	Tot
Build Out Rate	50	100	150	200	200	200	200	200	200	200	200	200	200	200	2,500
Primary CP 0.30	15	30	45	60	60	60	60	60	60	60	60	60	60	60	750
Secondary CP 0.21	11	21	32	42	42	42	42	42	42	42	42	42	42	42	525

BET intends to open an all-through school which would provide 420 places 4 to 11 (2FE) and 1,200 places 11 to 16 (8FE). There is a clear need for this school to serve the current and future population of Horsham. The school would begin with entry at reception and at Year 7 and would grow as the build out rate progressed as described in the table below. This would mean that by 2025, both the primary and secondary phase of the school would be at capacity and offering sufficient places to manage the shortfall at secondary level and half of the shortfall at primary level.

Since the need for additional secondary capacity is generated by new housing as well as by oversubscription in existing schools some of the shortfall will be across the age range. However, recent experience from the opening of Bohunt Worthing has demonstrated that the greatest pressure from inward migration into new housing will at

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

YrR and Yr7 since key transition points are a contributory factor in the movement of young families. West Sussex have interim plans to manage the small additional numbers into older year groups in the early years of the new school. It is both educationally and financially sensible for Bohunt Horsham to open with YrR and Yr7 and to build from that point.

	2019	2020	2021	2022	2023	2024	2025
Year R	2FE	2FE	2FE	2FE	2FE	2FE	2FE
Year 1		2FE	2FE	2FE	2FE	2FE	2FE
Year 2			2FE	2FE	2FE	2FE	2FE
Year3				2FE	2FE	2FE	2FE
Year4					2FE	2FE	2FE
Year 5						2FE	2FE
Year 6							2FE
Year 7	7FE	7FE	8FE	8FE	8FE	8FE	8FE
Year 8		7FE	7FE	8FE	8FE	8FE	8FE
Year 9			7FE	7FE	8FE	8FE	8FE
Year 10				7FE	7FE	8FE	8FE
Year 11					7FE	7FE	8FE

████████████████████

The Mid Sussex local plan makes provision for 13,600 new homes across the district in the forthcoming planning period and ██████████ is the main focus for this growth with an expected 5,000 new homes to be built. The majority of these houses, 3,500 are planned for the ██████████ to the north and north west of the town. The “Vision for ██████████,” highlights the challenge of delivering such a rapid increase in the size of the town the importance of investment in education. The size of the anticipated development makes new, attractive local schools a priority. Parental preference has also increased the pressure on higher performing schools in both ██████████ and nearby ██████████ with these preferences showing a desire to travel out of the area rather than access some poor performing local schools which currently have spare capacity. Even this unpopular capacity will disappear as the house building progresses.

The following table shows the expected build-out rate for the 3,500 houses in the ██████████ and the number of children which they are anticipated to

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

generate at primary and secondary level:-

Year	'19	'20	'21	'22	'23	'24	'25	'26	'27	'28	'29	'30	31	Tot
Build Out Rate	172	172	172	336	336	336	336	336	261	261	261	261	261	3,501
Primary CP 0.30	52	52	52	101	101	101	101	101	78	78	78	78	78	1050
Secondary CP 0.21	36	36	36	70	70	70	70	70	55	55	55	55	55	735

In addition, there are some 1,640 other new homes planned in [REDACTED] up to 2031 in three smaller developments of between 500 and 550 houses. The pupil yield from these developments is estimated to be 492 primary age children and 345 secondary age children although the type of housing and the mix, which is not yet confirmed, will cause these estimates to vary as the developments move forward. If this “pupil yield” is calculated to be spread evenly across the planning period 2019 – 2031 this adds a further **41 primary age children and 29 secondary aged children every year** which have been factored into the forecasts below. This extensive programme of house building will result in there being too few primary places in [REDACTED] by 2021 and too few secondary places by the end of the planning period as will be demonstrated in the tables in this section.

However, the fundamental case for building [REDACTED] is based upon the **low standards and continuing unpopularity of some local schools** which exerts additional pressure in neighbouring Haywards Heath.

The following table shows the primary participation figures provided by West Sussex County Council with the additional numbers anticipated from the planned housing developments factored in:-

	Dist Ofsted	NoR 2016	NCA	Projected Number on Roll (NoR)							
				2019	2020	2021	2022	2023	2024	2025	By 2031
Sheddingdean	0.79m RI (09/'14)	183	210	131	119	144	151	154	156	158	41
The Gattons Infant	0.89m O/S (01/'07)	264	270	261	260	271	274	275	276	277	-12
Southway	0.99m	317	360	346	347	361	366	367	368	369	-16

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

Junior	Good (11/'13)											
St.Wilfrids RC Primary	1.19m Good (01/'13)	420	420	408	396	421	428	431	433	435	-26	
Manor Field Primary	1.24m Good (02/'13)	524	630	534	535	560	567	570	572	574	45	
London Meed Primary	1.49m RI (02/'15)	424	420	371	355	380	387	390	392	394	15	
Bolnore Primary	1.71m Good (03/'11)	301	420	430	471	430	430	430	430	430	-10	
Birchwood Grove Primary	1.84m O/S (07/'12)	352	420	402	423	448	455	458	460	462	-53	
Totals		2785	3150	2883	2906	3014	3059	3076	3088	3101		
Shortfall in Places (excluding pupil yield)				267	244	136	97	74	62	49	-18	
Additional Pupils 0.30 (Cumulative)				93	186	197	298	399	500	601	1,542 (1050 +492)	
Projected Shortfall (including pupil yield)				174	58	-61	-201	-325	-438	-552	-1560	

There are four secondary schools within [REDACTED] of the proposed development, which includes the secondary schools in [REDACTED]. Taken together, these schools have a net capacity of 5,313 places.

The table below shows the current numbers in local secondary schools and incorporates an estimate based upon the average pupil yield as explained earlier in this section. This

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

shows that from 2025 onwards there will be insufficient secondary places across the area, taking into account the known developments in [REDACTED]

	Dist Ofsted	NoR	Forecast NOR								Short-fall 2031
			NCA	2019	2020	2021	2022	2023	2024	2025	
St.Pauls	0.94 O/S (11/'07)	1068	1045	763	768	821	843	843	848	852	169
Oakmeeds	1.54m RI (11/'15)	866	1274	807	801	854	870	876	881	885	365
Warden Park	2.04m Good (02/'12)	1490	1500	1560	1604	1689	1698	1706	1709	1709	-209
Oathall	2.95m Good (10/'13)	927	1494	1109	1171	1256	1265	1273	1276	1276	218
Totals		4348	5313	4239	4344	4620	4670	4699	4714	4723	4770
Shortfall in Secondary places (excluding pupil yield)				1074	969	693	643	614	599	590	543
Additional Pupils 0.21				65	130	195	294	393	492	591	1,080 (735 + 345)
Projected shortfall (including pupil yield)				1009	839	498	349	221	107	-1	-537

The figures in the table above show insufficient places by the end of the planning period but they do not take account of the Mid-Sussex Plan which outlines a further 13,100 houses across the area since these cannot yet be directly linked to either [REDACTED] or Horsham. However, this scale of building means that a new development of this size needs its own secondary and primary provision since pressure in the wider area will also increase over the current planning period.

Standards in [REDACTED] Schools

As stated earlier in this section, whilst the numbers suggest a growing shortage of places, the need for a new 4- 16 school is based primarily on standards. The nearest

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

primary school to the new development, Sheddingdean, is an RI school and so is London Meed, less than a [REDACTED]. **Currently 607 primary aged children in [REDACTED] attend schools which are not good.** Furthermore, both of these schools achieved below the national average for L4+ RWM in 2015 and in Sheddingdean only 7% of children achieved L5+ in comparison to a national average of 21%. Persistent absence in the school stands at 5.2%, more than twice the national average. The Ofsted report of September 2014 states that, “pupils lose interest if their work is too easy or too hard, a lack of support and challenge from adults means that most pupils do less well than they could,” as a consequence, “the behaviour of pupils requires improvement.” This lack of the kind of challenge which characterises BET schools and insufficient engagement of pupils in their own learning is also a factor in the poor performance at London Meed where, “The work set sometimes lacks challenge and pupils do not achieve what they are capable of.”

Amongst the primary phase schools judged as “Good” Bolnore achieved only 70% L4+ in 2015 and was below median progress on all measures. Only half of the disadvantaged children attending achieved the national standard. The primary phase of [REDACTED] will provide a far more attractive offer for at least 420 children, based upon the proven primary expertise outlined in Section D and be a high quality local school of which new families moving into new homes can be proud and confident that the challenge-based approach will stretch their children and be responsive to their needs.

At secondary level the picture is as bleak. There are **866 secondary children attending Oakmeeds which is RI and where only 35% of disadvantaged children achieved 5+ A*-C grades at GCSE including English and maths.** Again from Ofsted, “lessons lack enough challenge. Too much time is given to routine tasks or activities with too little meaty and challenging learning.” This is not a scenario which occurs in any BET school where challenge and student engagement in their own learning is the underpinning philosophy of our trust. In Bohunt Liphook, more than 61% of disadvantaged children achieved the KS4 benchmark, equivalent to the national performance for all children. The high quality of the BET offer has been explicitly explored in Section D, however, it is worth particular mention of our excellent maths and science record. In [REDACTED], most of the secondary schools, even those graded as Good, showed remarkably poor maths progress, even for able children, in fact maths progress in two schools was below the national average (67% in 2015) when in Bohunt Liphook, serving a similar cohort, 86% of children made at least three levels of progress in maths. In Oat Hill, graded as Good by Ofsted, only 54% of children for whom English is an additional language achieved 5+A*-C (EM) and persistent absence stands at 6.2%

The table in Section D summarises the information about the pupil cohort in the existing [REDACTED] schools. Whilst, overall, the percentage of children eligible for free school meals is similar to the percentage in the founder school, Bohunt Liphook, it is notable that the highest percentages of disadvantaged children are attending the poorest

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

performing primary schools, graded as RI within the last two years. The percentage of children for whom English is an additional language is higher in most of the Burgess Hill schools, in line with the West Sussex averages, these children will benefit from the highly skilled languages staff and the focus on language learning which characterises the BET curriculum.

BET intends to open an all-through school which will provide 420 places 4 to 11 (2FE) and 1,050 places 11 to 16 (7FE). Whilst there is a need for this school by the middle of the current planning period to serve the growing population of [REDACTED] the driving force behind this bid is to establish a high performing school based upon the successful BET philosophy and practice. Experience of opening Bohunt Worthing suggests that the school should begin with entry at reception and at Year 7 and grow as the build out rate progresses as described in the table below.

	2019	2020	2021	2022	2023	2024	2025
Year R	2FE	2FE	2FE	2FE	2FE	2FE	2FE
Year 1		2FE	2FE	2FE	2FE	2FE	2FE
Year 2			2FE	2FE	2FE	2FE	2FE
Year3				2FE	2FE	2FE	2FE
Year4					2FE	2FE	2FE
Year5						2FE	2FE
Year 6							2FE
Year 7	4FE	6FE	7FE	7FE	7FE	7FE	7FE
Year 8		4FE	6FE	7FE	7FE	7FE	7FE
Year 9			4FE	6FE	7FE	7FE	7FE
Year 10				4FE	6FE	7FE	7FE
Year 11					4FE	6FE	7FE

The pupil population in Mid Sussex is expected to increase by around 3,000 by 2025, with the greatest pressure on [REDACTED]. The families who occupy the 3,500 homes in [REDACTED] will need, and expect, high performing local schools for their children built within the new development and providing the very best education without the need to travel long distances out of area.

As well as providing a proper alternative for parents who currently access inadequate provision at both primary and secondary level, this new school will make the extensive

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

new housing development attractive and financially viable. The choice of a good local school is a primary factor in driving house prices and rapid occupancy in new developments. This would mean that by 2025, both the primary and secondary phase of the school would be at capacity and offering sufficient places to manage the shortfall in primary places and a high performing alternative across the whole educational journey

The pupil data provided by West Sussex County Council is attached in APPENDIX 1

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

The West Sussex County Council document, “Planning School Places; 2016,” was published in February 2016. It lays out, in detail, the need for new schools in Horsham and [REDACTED] and invites comments from the public on these proposals via a survey to be found at: <https://haveyoursay.westsussex.gov.uk/strategic-planning-and-place/planning-school-places-2016> Local consultation events have also been undertaken by the local authority where they have identified the need for a new school, including in the Horsham and [REDACTED] areas, in order to, “raise awareness and seek feedback from the community on proposals to provide a new school and expand a number of existing schools.” [REDACTED] have experience of engaging with communities in West Sussex, as well as with West Sussex County Council, in preparation for the opening of a new school and the approach they took was highly effective in preparing for the opening of Bohunt Worthing, which is now full at Key Stage 3.

Since both Bohunt Horsham and [REDACTED] will be serving new communities, the majority of which will occupy housing that has yet to be built, most of the effective local engagement by BET will take place as the build-out begins. However, in advance of that, we have planned visits to the local primary schools in order to speak with the Headteachers and to parents at the gates so we can establish their priorities and concerns. We will also have presence at local school fairs, shopping centres and local supermarkets with stalls, leaflets and flyers. If successful in these applications, BET will be organising a series of bespoke events in local community venues to discuss plans

E2 – successful engagement with parents and the local community

as they move forward and to provide opportunities for local people to meet and talk with the [REDACTED] and, of course, the Headteacher Designate, once they are appointed. Although we are very clear about the type of education we will provide and our educational aspirations, how we tailor that need to individual circumstances and the local context so that we add significant value to our students, but also the schools and communities around us will be developed in collaboration with our local partners.

As the new communities emerge we will be a part of that development. We have the ability to not only serve a community, but by regular engagement and partnership, build a community. Student Houses could be named after new communities to bring a sense of belonging and identity to those areas; students volunteering their time for their Duke of Edinburgh Award could run community events in newly built areas to help residents get to know each other.

Through a range of school-to-school support activity with which BET has been engaged in West Sussex, the trust has a good understanding of the educational and social needs of the area. Through three tranches of successful bidding for DfE School to School support funding, TESLA TSA has supported six West Sussex schools, all of which were in the Requires Improvement Ofsted category. To date only one school has had a further Ofsted and this was judged to be good. This in-depth knowledge of schools in the area will underpin our engagement strategy with local schools as well as with parents and other stakeholders as we move forward.

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.

As a successful, established MAT with three schools, the [REDACTED] [REDACTED] has confirmed, by email (attached as Appendix 2), the capacity of BET to open and successfully operate two further free schools in this current wave. Whilst the [REDACTED] of BET [REDACTED], will remain in overall charge during the pre-opening phase, it will be [REDACTED], [REDACTED] for BET who will be responsible for running the schools pending the appointment of a head teacher designate for each school. [REDACTED] details are included in the CV Template section at the end of this document.

The table below contains the relevant information about [REDACTED] as is recommended for those MATs where shortened information is required.

The three schools currently in BET are all secondary schools and these applications are to open all-through schools, incorporating both primary and secondary phases, so the section on skills gaps has been completed in detail.

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)
[REDACTED]	[REDACTED]	Yes	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] <ul style="list-style-type: none"> ■ [REDACTED] 	

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] 	
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				<ul style="list-style-type: none">■ [REDACTED]■ [REDACTED][REDACTED][REDACTED][REDACTED]	
				<ul style="list-style-type: none">■ [REDACTED][REDACTED]	
				<ul style="list-style-type: none">■ [REDACTED][REDACTED][REDACTED][REDACTED]	
				<ul style="list-style-type: none">■ [REDACTED][REDACTED][REDACTED][REDACTED]	
				<ul style="list-style-type: none">■ [REDACTED][REDACTED][REDACTED]	
				<ul style="list-style-type: none">■ [REDACTED]	

F1 (a) Skills and experience of your team

Integral to the success of the BET is the innovative drive and vision of its CEO complemented by the quality and experience of the executive team. The core of BET's leadership team has been together since September 2009. The team has an effective blend of skills and a complementary set of attributes and personalities which has already proven its effectiveness in delivering considered expansion whilst retaining a forensic focus on performance and outcomes.

Leadership Capacity

Since becoming an approved sponsor, Bohunt Education Trust has evolved leadership practices and structures which ensure that new schools joining the trust benefit from the innovative and effective approaches without diminishing standards within the founder school. [REDACTED]

[REDACTED] and Bohunt Liphook is a National Support School (NSS).

The development of leadership at all levels led to a faculty based structure and the creation of [REDACTED] posts (who lead and manage the working of the pastoral middle leaders) in order to focus on school improvement and developed leadership. This group was highly praised by Ofsted in 2013 and are effectively a shadow senior leadership team. The BET leadership group has considerable experience of leading and managing expansion and this highly skilled group successfully delivered new secondary schools in Wokingham and Worthing and became the sponsor for a failing school in Southsea. In addition to overseeing the rapid improvements in Southsea and the over-subscription in Worthing and building on the international reputation of Bohunt Liphook, this team has been: -

- Providing leadership support and secondment to several schools, both primary and secondary.
- Supporting primary schools in three counties with English, maths, IT and MFL provision and delivery.
- Acting as leadership coaches to a headteacher and assistant headteacher in the primary sector and to a headteacher in a struggling secondary school.
- Supporting secondary leadership in academies in Brighton, East Sussex and IoW Local Authorities
- Delivering Several multi-million new build projects, including a sixth form building, new sports hall, science and technology block and a new building (3 IT rooms, 3 classrooms and multi-media suite)
- Refurbishing 11 science laboratories [REDACTED]
- Designing 2 fully equipped and flexible IT learning zones ([REDACTED])
- Creating STEM learning space [REDACTED]

F1 (a) Skills and experience of your team

The BET leadership team has contributed to the design and development of the new provision in Bohunt Worthing and Bohunt Wokingham projects. These have both opened on time and Bohunt Worthing which opened in September 2015 is now over-subscribed for its 2016 cohort despite there being an over supply of secondary school places locally. Bohunt Wokingham opened in September 2016 and despite having only three months to recruit new pupils, and the school being built in advance of the housing it will serve, BET welcomed almost 120 pupils to its new year 7.

This experience including the planning and partnership with diverse consultants and contractors will help to ensure that the new Free Schools buildings are not only fabulous learning environments but delivered on time and on budget. Furthermore our experience of marketing and community engagement on the Worthing and Wokingham projects will help us to recruit and retain both staff and students. Indeed all four of our established secondaries are over subscribed. We have a collective waiting list of almost 300 families.

These experiences and skills gained will inform and strengthen further the basis of leadership within Bohunt Horsham and [REDACTED]. In addition, it will be important to recognise both the continuity between primary and secondary phases as well as the differences between them. The posts already created within BET to oversee pupil progress across all schools and to ensure that the benefits of being a teaching school alliance and providing ITT are realised by the MAT will be enhanced by additional primary expertise. The central team will expand to include a specific primary progress and transition post. The creation of change teams, an innovative model recognised by both the [REDACTED] [REDACTED] as genuinely transformational with regard to distributed leadership, will provide an additional level of whole school leadership experience.

BET will implement the highly effective Bohunt systems for tracking student progress and improving the quality of teaching and learning that are currently impacting upon Bohunt Worthing and Bohunt Southsea, these are covered in Section D. We will also seek to appoint a Head Teacher Designate for each school as early as possible so that they can both oversee the establishment of their new school and begin to make key appointments. This will create the capacity to collaborate locally and ensure a forensic focus on progress for current students whilst planning for those to come

The current team will be augmented by an additional executive role to oversee primary pedagogy, assessment and transition across the MAT. As BET grows and expands the executive roles will add capacity at the right level whilst retaining the BET ethos and strategic direction provided by the [REDACTED] who will provide interim leadership for the new schools pending the appointment of the Head Teachers Designate. [REDACTED] expertise and leadership capacity is outlined in the table above. He will be supported during the pre-opening phase by: -

F1 (a) Skills and experience of your team

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Recruitment of Headteacher and Head of Phase

The appointment of key staff will be critical to the success of the new school. [REDACTED] produce a job description and personal specification for the Executive Headteacher, Headteacher and Head of Phase: Primary/ Secondary, that underpins and supports the vision for Bohunt Horsham and [REDACTED]. We will advertise through recognised educational routes such as the Times Educational Supplement and WSCC and BET websites. The Headteacher will be responsible for one Phase as well as providing overall leadership for the all through school and will be supported by a Head of Phase in whichever phase they are not specialist.

The Executive Headteacher and a Headteacher for each school will be recruited well in advance. The Executive Headteacher (possibly recruited from within the BET family of schools) will take up post in January 2018 with oversight of Bohunt Worthing and he/she will work alongside the Headteacher Designates for both Bohunt Horsham and [REDACTED] who will both take up post 18 months before the planned opening of their schools. This will provide capacity to influence, directly, the final elements of school design and participate fully in the recruitment of the opening staffing cohort as well as leading the engagement with each local community and feeder primary schools.

On appointment, each Headteacher Designate will work closely with the [REDACTED] to recruit an experienced head of phase to complement their experience to ensure both phases are covered in the all-through school. The Head of Phase will be in post one year ahead of opening and will work alongside the Headteacher Designate to oversee the final phase of the building and recruit key staff.

A timetable for recruitment will be established as follows: -

Activity	Recruitment	Start Date
Recruitment of Executive Headteacher to co-ordinate the work across three West Sussex	March 2017	January 2018

F1 (a) Skills and experience of your team

academies and Free Schools and directly manage the recruitment process for Headteachers Designate supported by the CEO and Director of Education		
First round of recruitment for Headteacher Designate: Bohunt Horsham and Headteacher Designate [REDACTED]	March 2017	March 2018
Second round of recruitment for Headteachers Designate in the event not recruiting at the first attempt	May 2017	March 2018
Recruitment of a Head of Phase with primary or secondary experience to complement that of the headteacher for each school: Bohunt Horsham and [REDACTED]	October 2017	September 2018
Recruitment of Key Staff in preparation for opening	October 2018 to May 2019	September 2019

[REDACTED] will work with the Executive Headteacher and the Headteacher Designate at each school, the Heads of Phase and Directors of the Trust (including primary cluster directors of numeracy and literacy) to establish the strategic priorities and a coherent, efficient and effective plan for the way forward for each new school in advance of opening.

This combined experience and expertise of the [REDACTED] Executive Headteacher and Headteachers designate will be invaluable in establishing the Bohunt ethos of ERA and recruiting students to the new schools. The job specifications will make clear the roles and responsibilities and personal qualities.

[REDACTED] (and Cluster Directors), Executive Headteacher, Headteachers Designate and Heads of Phase will:-

Prior to opening:

- Plan the new school both the infrastructure and curriculum
- Continue to develop strong links within the community and build trust with prospective parents
- Extend links with other key groups within the community including other local schools

F1 (a) Skills and experience of your team

- Work on final design and layout of the new building both primary and secondary sites.
- Recruit key staff for the first cohorts joining the school in Reception and Yr7

Successful candidates will have the opportunity to work in a leadership role within a high performing and growing MAT. The recruitment process will make clear the leadership development and innovative curriculum and teaching approach of the trust as well as the international links which BET fosters.

The job descriptions will set out key roles and responsibilities linked to all aspects of running a successful school, most notably: pastoral care, safeguarding, curriculum, quality of teaching and learning, parental engagement, financial management and staff recruitment and all areas of day to day leadership of the school.

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? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Primary School Leadership	Pre-opening team	<p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <p>[Redacted text]</p> <ul style="list-style-type: none"> ■ [Redacted text] ■ [Redacted text] ■ [Redacted text] ■ [Redacted text] ■ [Redacted text] ■ [Redacted text] <p>[Redacted text]</p>

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		<p>[Redacted content]</p>

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		<p>[REDACTED]</p> <p>[REDACTED]</p>
Primary Teaching and curriculum planning	Pre-opening team	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>TESLA Teaching School Alliance will provide expertise for curriculum planning pre-appointment and post-appointment</p> <p>TESLA provides access to a cohort of high performing primary school and early years leaders engaged in cutting edge primary leadership and pedagogical research.</p> <p>WSCC to advise on primary school curriculum-led design</p> <p>Early appointment of Head Teacher Designate and Deputy Head Teacher Primary for each free school</p>
Primary assessment and pedagogy	Trustees	<p>CEO and chair of trustees to: -</p> <ul style="list-style-type: none"> i) Organise training for trustees relating to primary pedagogy and assessment ii) Recruit 2 trustees with primary specific experience and expertise

[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

Bohunt Education Trust Board currently comprises 8 Trustees of which 3 are Members. The Trust Board meets 6 times a year to review progress, policy and performance. The Trust Board has established an Audit Committee to 'stress-test' the processes and systems of the BET back office generally and specifically the financial controls and measures in place. The Audit Committee of 3 Trustees is supported in its work by an external company (Hayesmcintyre) to conduct internal audit of process and practice at least twice yearly. This is in addition to the statutory audit led by [REDACTED].

The BET Scheme of Delegation (link below) was revised in March 2016 in light of the expansion of the trust. The Scheme of Delegation (SoD) makes absolutely clear where the responsibilities and accountabilities lie and what levels of decision making are delegated to local school governing bodies (LGBs). The Key responsibilities of the [REDACTED] (supported by the [REDACTED]) for financial oversight and probity, performance and standards and for staffing are clearly outlined as are the responsibilities of the Trust Board and LGBs. A robust financial scheme of delegation is also included. As indicated in the Skills Gap Analysis (Section F1 (b)) above, the trust board will expand in order to ensure there is sufficient primary expertise at trustee level to provide the necessary challenge and direction. There are no existing or anticipated specific conflicts of interests associated with the proposed expansion of the trust board and, as is currently the case, all members, trustees, local governors and senior employees of BET will complete a register of interests, retained by the trust, in accordance with sections 3.1.16 to 3.1.19 of the Academies Financial Handbook.

[REDACTED]

The trust exercises strong oversight of both governance and performance in its existing schools and the structure for doing this will be duplicated in Bohunt Horsham and in [REDACTED]. This structure ensures that individual academies have focussed leadership capacity on-site at all times supported by professional expertise at trust level. Each new school will have a headteacher, recruited as described in Section F1 (a), supported by a Head of Phase, with deputising powers. The headteachers designate will work with the [REDACTED] and the [REDACTED] to devise the specific job profiles

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

for the Assistant head teachers for each school, taking into account the experience and views of the head teacher designate and the unique elements of each school. These three posts will follow the BET model of leading one of the three key areas, namely Learning & Teaching, Performance and Well-being. Once fully open, an Executive Head Teacher will be appointed to provide additional leadership capacity for the West Sussex academies and ensure MAT coherence.

The Trust Board has the following Key Responsibilities: -

- Establish and oversee the strategic direction of each academy and challenge and monitor its performance
- Ensure the quality of the educational provision at each academy and free school
- Be a responsible employer
- Ensure compliance with relevant legislation including (but not limited to) that relating to the health and safety of its employees, students and visitors
- Challenge and monitor the financial governance and strategy of the Trust, including through the delegation of certain functions to its Audit Committee
- Ensure regular communication with local governing bodies via the [REDACTED] and the [REDACTED]
- Approve the admission policies of individual academies and free schools
- Consider proposals for growth of the Trust or changes in strategic direction

Aspects of these responsibilities may be delegated to the [REDACTED] and/or individual local governing bodies. Local governing bodies are committees of the Trust Board and are accountable to the Trust Board and the [REDACTED] for: -

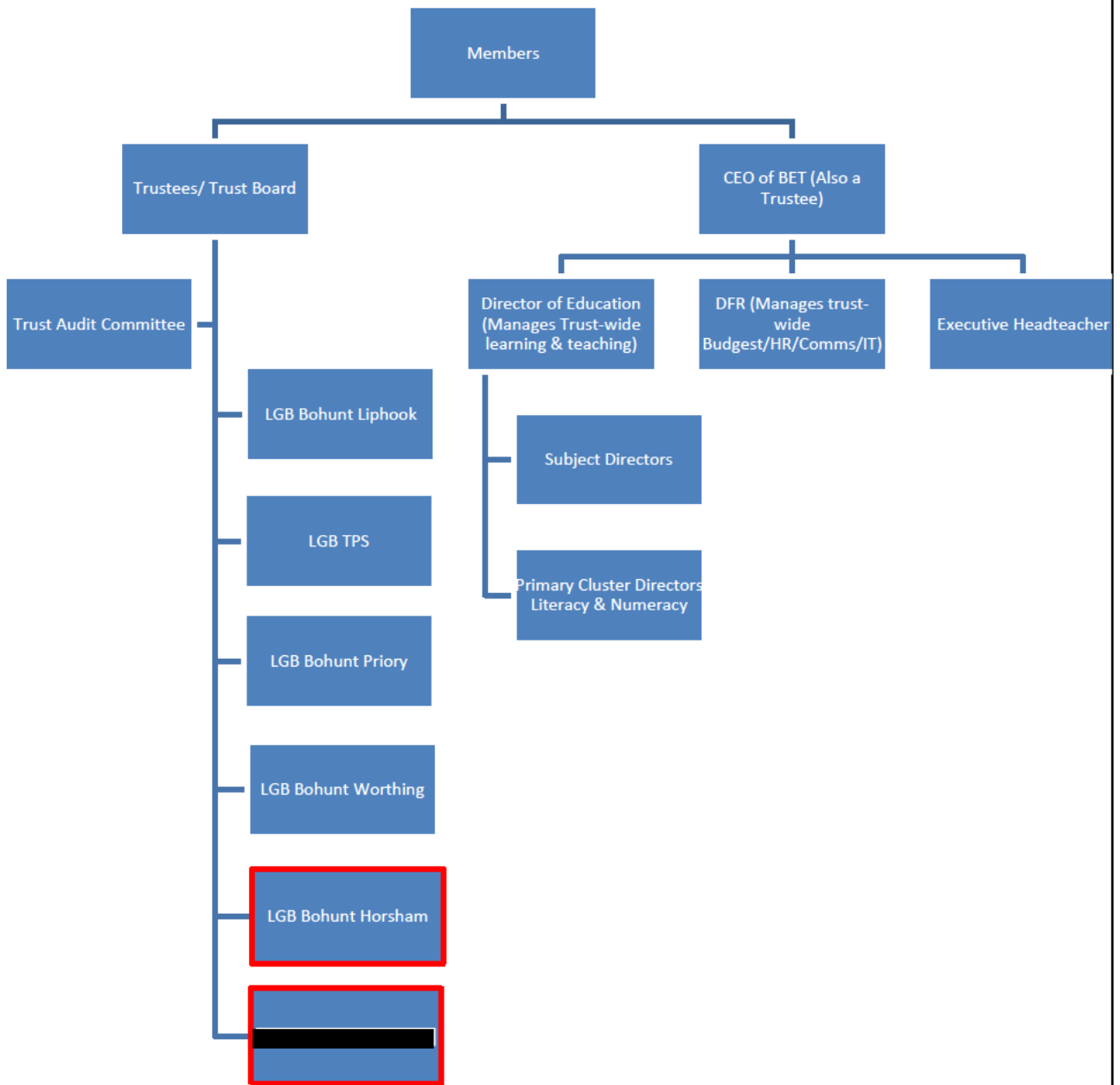
- Ensuring that guiding principles, policies, culture and objectives of the Trust are faithfully upheld, revisited and reinforced.
- Ensuring with the Head of School that pupil outcomes are optimised
- Ensuring local processes are in place and are adequate for safety, health and compliance
- Ensuring the Trust Board is kept informed through the agreed mechanisms
- Ensuring cash flow, income and expenditure are monitored and that all financial processes are compliant with Trust policy
- Ensuring with the Head of School that the highest standards of student behaviour

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

are achieved and sustained

Whilst the day-to-day management of academies and free schools is carried out by the Headteachers (synonymous with Heads of School), some functions are best carried out at trust level for all BET schools, both to ensure compliance with regulations and the principles of good practice and to release individual school leaders to concentrate on securing the very best teaching and learning within the BET ethos of ERA. These MAT-wide roles will be augmented by a suitably experienced senior leader to ensure primary pedagogy and assessment are excellent and primary/secondary transition, both from BET's own schools and primary schools outside the MAT, is consistent and effective.

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



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

Not applicable.

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
Not applicable

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
Not applicable

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

Spread sheets for Bohunt Horsham and [REDACTED] are attached.

The staffing costs are high, but in the early years this is so that we can staff the schools with specialists. Later on it is so that we can have smaller group sizes in English, Maths and Science.

The Executive Headteacher is overseeing Bohunt Horsham, [REDACTED] and Bohunt Worthing and so is costed at 0.33 in this spreadsheet. Below the Executive Headteacher the Leadership Group and staff are focused on their individual school. However, we could use staff across the three schools, which would allow us to build to full with greater flexibility in staffing; for example, if Bohunt Horsham needed 0.6 of an English teacher and [REDACTED] 0.4 then we could look for part-timers or for a full time person who could work across the two schools.

If the Head of School is a Secondary specialist then the Head of Phase will be a Primary specialist and vice versa. The Head of Phase and the Assistant Headteachers, due to the flat leadership structure, would be being prepared for Headship in our succession planning.

There are no HR or finance personnel in the costs as these functions would be picked up by the BET Head Office. However, there is plenty of administration staff who would be able to do the data inputting. Other costs that are driven down by being part of a Multi-Academy Trust are administration costs and some costs of learning resources due to the greater purchasing power; furthermore, there are a reduced number of IT technicians than for a school of this size as the network will be able to be managed from the centre. Overall the cost savings from being part of BET have been costed on the cautious side.

Sensitivity Analysis

70% income sees a reduction in budget of [REDACTED] in Year 1 for Bohunt Horsham and [REDACTED] for [REDACTED] (this rises to [REDACTED] by Year 3 for Horsham and [REDACTED] for [REDACTED])

G1 – budget planning and affordability

██████████). There are various ways this risk could be mitigated without having to reduce teaching staff, which would be the most harmful impact on learning:

- The Executive Headteacher could run the school removing the need for the Head of School in the short term. Additional leadership support could come from the BET's ██████████ and ██████████, both of whom would have been heavily involved in the setup of the school. This would lead to a saving of ██████ per year.
- A payment holiday to the BET would save approximately ██████ in Year 1 for both schools and approximately ██████ in Year 3
- Horsham has ██████ of contingency in Year 1 and ██████ in Year 3. ██████████ has ██████ of contingency in Year 1 and ██████ in Year 3.
- Administration staff could be reduced: one receptionist across the two phases, using TAs across the phases and therefore reducing TAs by two, only having one admin person in Year 1 instead of 1.5 and 3 in Year 3 rather than 3.5, not employing the second IT technician in Year 3, not employing a cover supervisor and not employing the second science technician until Year 4. These changes would save ██████ in Year 1 and ██████ in Year 3.
- The reduced income is likely to be due to reduced numbers and so we could have less teachers in Year 3 without losing specialists. A reduction of four teachers (and two TLRs) in Year 3 would save us approximately ██████.
- Using one SENCO across the two schools until Year 4, rather than having one each would save each school ██████ in Year 1 and ██████ in Year 3.
- Promoting the hiring out of facilities from the schools would make each school ██████ in Year 1 ██████ in Year 3. Currently no centre costs have been put in to the spreadsheet.
- Each school could reduce learning resource, marketing and administrative material costs by ██████ in Year 1 and ██████ in Year 3 as they are generous.
- IT infrastructure in each school could be halved as they are new builds. This would save ██████ in Year 1 and ██████ in Year 3.
- In Year 1 there are actually 10 empty year groups, not 6 as filled in on the form (the form wouldn't accept an entry of 10) and therefore asking for an additional ██████ diseconomies grant would be justified in Year 1.
- Moving to a 1-2-1 iPad scheme with parent purchase would reduce IT learning costs by ██████k in Year 3.

The above savings would mean that the schools could run on 70% income in Year 1. In Year 3 both schools would need to save an additional ██████. This would need to be done

G1 – budget planning and affordability

by managing the staffing budget very closely by having very few surplus periods. This, combined with removing the additional non-contact period (given for collaborative planning) and the use of Trust Subject Directors for holding staff to account meaning less TLR holders, should mean that we can reduce teacher staffing by the additional 4 staff needed to make these savings without significant impact on specialist teaching.

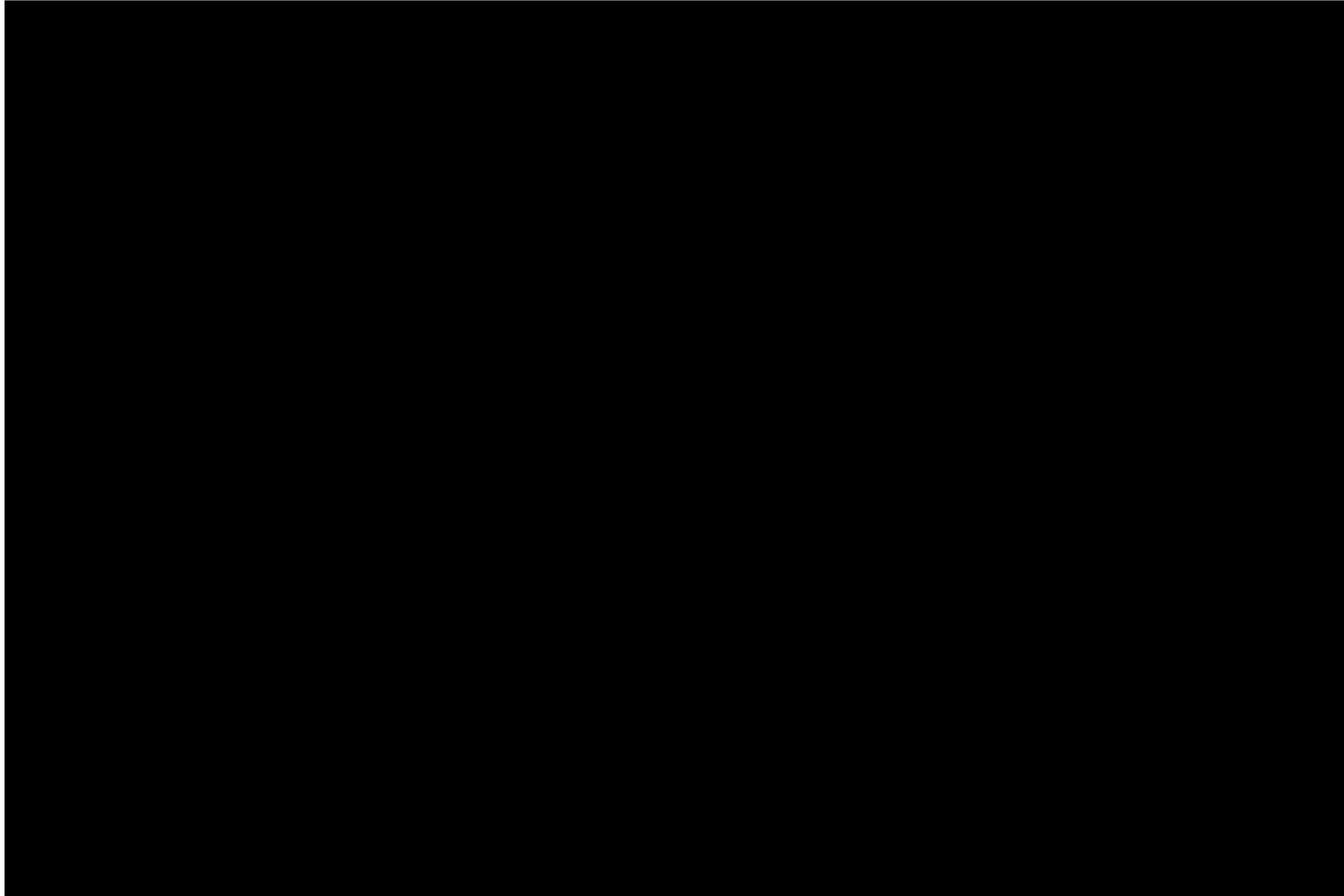
Section H – premises (use Excel spread sheet)

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.

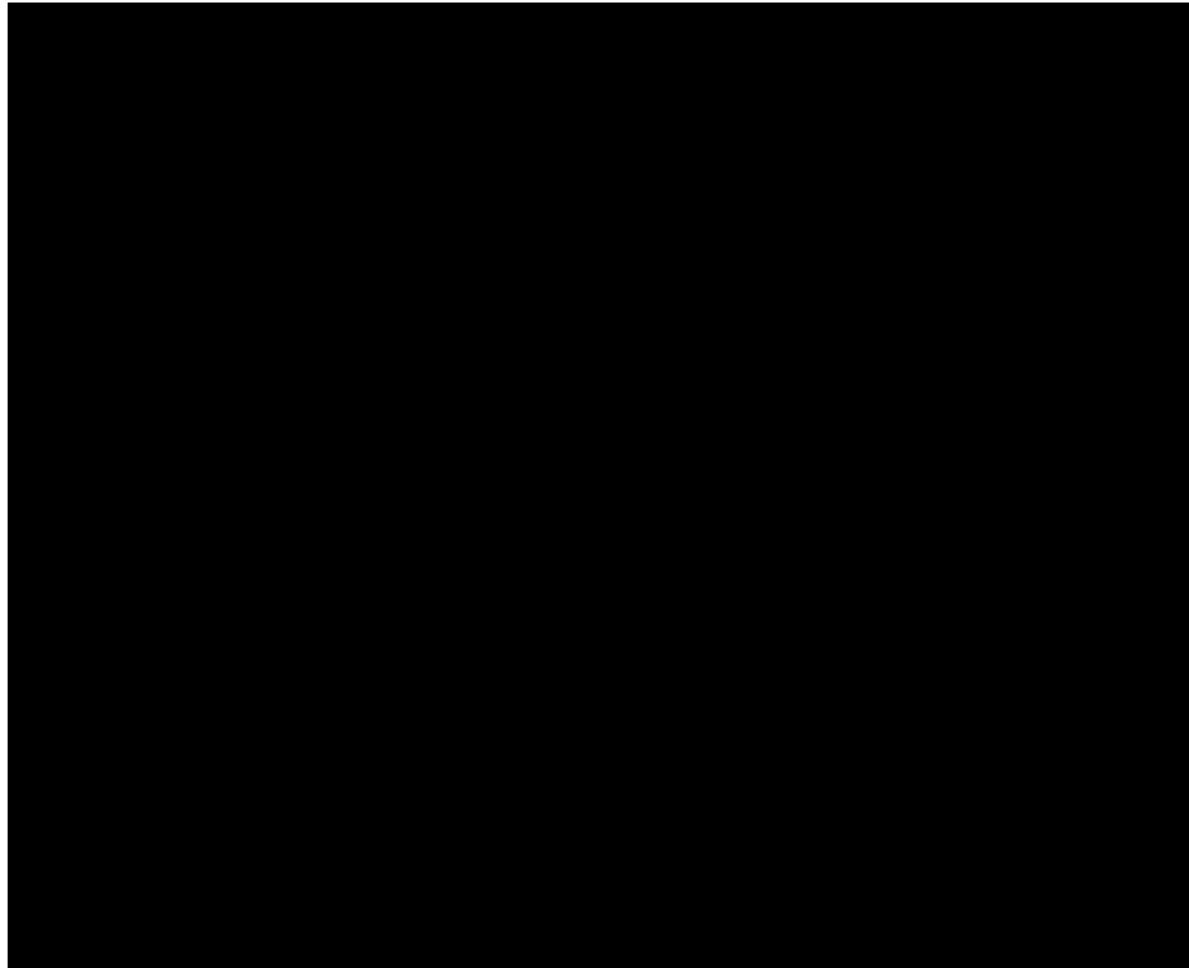
Master Plans for the Horsham and [REDACTED] Developments are attached below.

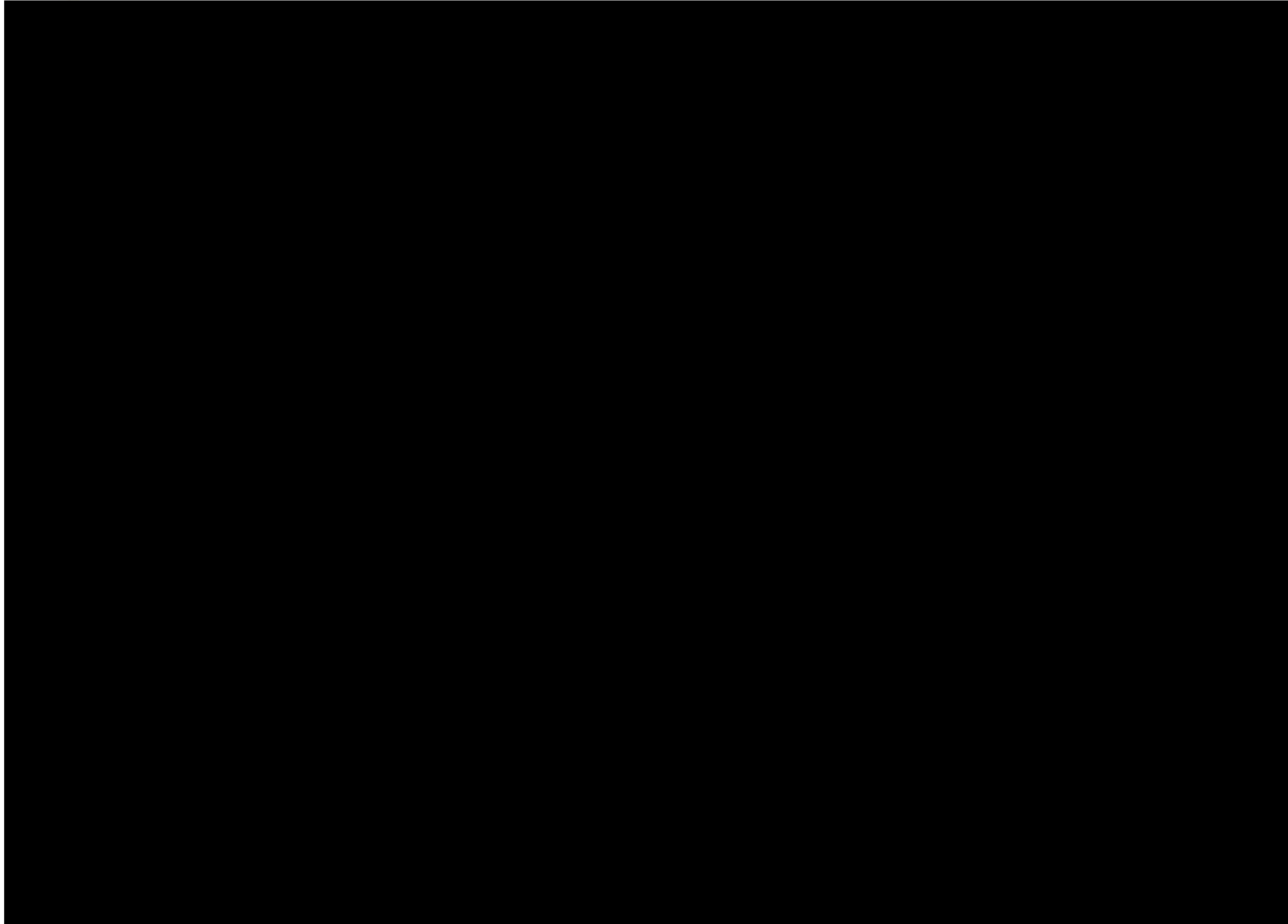
Horsham Master Plan – school site top centre



Horsham – Alternative Location

We have been approached by a representative of the Fletcher Trust to see if we would be interested in running a Free School on a [REDACTED]
[REDACTED]
[REDACTED] The Trust are keen for a Free School to be built there as they hope it will help them get planning permission for 700 houses. Approximate location of site marked with the blue arrow:





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.

APPENDIX 1 – WSCC Data

The Excel spreadsheets below contain the pupil projection data provided by West Sussex County Council

WSCC Horsham Data – This data contains only the Child Product (CP) data from the housing developments which have already been approved as part of the Local Plan.

	13/14				14/15				15/16				Primary Schools	Latest PLASC							Forecast Intake							Forecast NOR							Forecast + CP							Net Cap	PAN	Min	Max																																					
	11/12	12/13	13/14	14/15	15/16	Y1	Y2	Y3	Y4	Y5	Y6	16/17		17/18	18/19	19/20	16/17	17/18	18/19	19/20	2019	2020	2021	2022	2023	2024	2025	2031	2019	2020	2021	2022	2023	2024	2025	2031	2810	423	2729	3144																																										
210	212	210	210	208	30	30	30	30	30	28	30	28	26	25	210	208	204	199	203	203	207	210	214	217	221	273	210	210	210	210	210	210	210	210	210	210	210	30	189	210																																										
126	128	142	140	138	22	18	20	19	21	18	20	20	23	26	138	143	146	153	213	264	328	380	429	429	429	429	140	420	420	420	420	420	420	420	420	420	420	20	105	150																																										
316	322	334	355	370	59	60	62	47	49	47	46	60	63	65	364	400	416	436	444	397	419	440	465	422	447	469	420	420	420	420	420	420	420	420	420	420	60	400	445																																											
413	417	418	418	421	60	59	60	61	61	60	60	60	50	44	421	411	394	371	375	375	379	382	386	389	393	445	420	420	420	420	420	420	420	420	420	420	60	378	420																																											
84	88	82	82	85	10	10	6	15	17	12	15	13	10	9	83	81	73	66	66	66	66	66	66	66	66	66	105	105	105	105	105	105	105	105	105	105	13	105	120																																											
407	408	413	408	419	60	59	60	61	61	59	59	60	63	66	420	424	429	436	444	433	443	453	465	458	471	482	420	420	420	420	420	420	420	420	420	420	60	378	420																																											
383	382	407	409	419	60	60	60	61	60	58	60	60	63	65	419	424	429	434	438	438	442	445	449	452	456	508	420	420	420	420	420	420	420	420	420	60	378	420																																												
120	115	131	132	125	43	32	50					45	46	48	120	134	139	143	144	144	145	146	147	148	162	135	135	135	135	135	135	135	135	135	45	135	150																																													
159	142	142	143	157	37	45	40	35				50	32	43	172	164	162	170	171	171	173	174	175	176	177	195	240	240	240	240	240	240	240	240	60	189	210																																													
108	104	105	102	100	15	15	15	15	12	13	15	15	14	14	102	105	104	103	110	110	110	125	174	272	364	526	105	105	105	105	105	105	105	105	105	15	105	120																																												
120	119	133	133	131	13	24	22	17	23	20	12	20	20	21	139	139	137	142	137	137	137	137	137	137	137	137	140	140	140	140	140	140	140	140	20	105	149																																													
123	116	123	129	125	17	19	16	21	17	19	20	20	21	22	126	130	131	138	131	131	131	131	131	131	131	131	140	140	140	140	140	140	140	140	20	105	150																																													
138	147	143	147	158	20	21	25	26	21	23	22	20	15	12	156	148	139	122	126	126	130	133	137	140	144	196	157	157	157	157	157	157	157	20	157	180																																														
2707	2700	2783	2808	2856	409	407	426	405	424	396	389	423	417	416	2880	2911	2903	2913	3004	2998	3109	3224	3375	3438	3584	4020	3052	2810	423	2729	3144																																																			
													100%							98%							98%							108%							112%							116%							121%							124%							129%							145%						

	13/14				14/15				15/16				Secondary Schools	Latest PLASC							Forecast Intake							Forecast NOR							Forecast + CP							Net Cap	PAN	Min	Max
	10/11	12/13	13/14	14/15	15/16	Y7	Y8	Y9	Y10	Y11	16/17	17/18		18/19	19/20	2019	2020	2021	2022	2023	2024	2025	2031	2019	2020	2021	2022	2023	2024	2025	2031	228	1090 <td>1212</td>	1212											
1062	1065	1048	1064	1097	224	228	201	229	215		227	232	253	243	1109	1112	1164	1179	1255	1276	1309	1343	1385	1420	1454	1582	1140	228	1090	1212															
1501	1498	1499	1507	1497	298	302	300	296	301		300	309	338	324	1496	1509	1547	1569	1643	1664	1696	1730	1771	1806	1839	1964	1500	1502	300	1497	1664														
1241	1266	1321	1382	1420	307	302	241	271	299		300	313	342	328	1421	1463	1564	1590	1665	1686	1719	1752	1794	1829	1863	1989	1500	1502	300	1404	1560														
3804	3829	3868	3953	4014	829	832	742	796	815		827	854	933	895	4026	4084	4275	4338	4563	4625	4724	4825	4949	5055	5156	5535	4140	3231	828	3991	4436														

WSSC : ██████████ – Whilst some Child Product (CP) data is included, this does not include any of the projected additional children from the major developments of 5,000+ houses, which have not yet been approved as part of the Local Plan.

09/08/2016 18:26																												
	11/12	12/13	13/14	14/15	15/16	Latest PLASC						Forecast Intakes						Forecast NOR					Forecast + CP					Net Cap
	344	346	365	364	384	Y1	Y2	Y3	Y4	Y5	Y6	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20	2020	2021	2022	2023	2024	2025	2031		
Primary Schools																												
Birchwood Grove	59	59	49	50	49	50	48	60	58	67	71	376	384	402	423	376	384	402	423	440	448	455	458	460	462	473	420	420.42
Gattons	264	253	265	264	259	89	90	80				88	86	87	87	267	263	261	260	267	271	274	275	276	277	282	270	270.27
London Meed	420	431	414	428	431	61	58	61	63	64	65	42	43	47	45	408	387	371	355	372	380	387	390	392	394	405	420	420.42
Manor Field	479	520	534	526	529	81	81	67	83	77	66	74	68	72	82	523	529	534	535	552	560	567	570	572	574	585	630	630.63
Sheddingdean	203	206	207	182	168	26	23	25	22	24	23	13	13	6	13	158	147	131	119	136	144	151	154	156	158	169	210	210.21
Southway	312	310	316	319	335			87	89	77	82	80	90	89	88	333	346	346	347	357	361	366	367	368	369	376	360	360.36
St. Wilfrids RC	414	417	414	413	419	60	60	66	62	60	61	60	59	58	53	418	415	408	396	413	421	428	431	433	435	446	420	420.42
Totals	2436	2483	2496	2487	2505	376	371	336	368	360	342	350	330	342	350	2483	2471	2453	2435	2537	2585	2628	2645	2657	2669	2736	2730	2593.5
												85%	85%	88%	90%	91%	91%	90%	89%	93%	95%	96%	97%	97%	98%	98%	100%	
	11/12	12/13	13/14	14/15	15/16	Latest PLASC						Forecast Intakes						Forecast NOR					Forecast + CP					Net Cap
	1007	955	880	856	804	Y7	Y8	Y9	Y10	Y11	16+	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20	2020	2021	2022	2023	2024	2025	2031		
Secondary Schools																												
Oakmeeds						162	172	151	152	167		153	156	164	166	790	794	807	801	838	854	870	876	881	885	909	1274	1275.3
St.Pauls	950	977	1016	1066	1108	154	153	149	153	149	350	150	149	157	158	1096	1065	1064	1078	1115	1131	1147	1153	1168	1162	1186	1046	1046
									Sixth Form			337	310	301	310												0	
Totals	1957	1932	1896	1922	1912	316	325	300	305	316	350	303	305	321	324	1866	1859	1871	1879	1953	1985	2017	2029	2039	2047	2095	2319	
												78%	78%	82%	83%	81%	80%	81%	81%	84%	86%	87%	87%	88%	88%	90%		



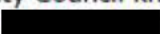
Private and Confidential


27 September 2016

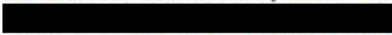
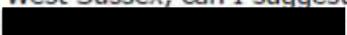


By email:



Dear 

Thank you for letting West Sussex County Council know about your applications to apply for a Free School in Horsham and  to meet the predicted increase in pupil numbers.

I am pleased to confirm that West Sussex County Council has identified the Horsham and  areas as strategic locations where additional pupil places are required, and so we are keen to work with Multi Academy Trusts who are interested in sponsoring a Free School to meet the demand in these areas. As you will be aware, the process of sponsoring a Free School is managed through the Regional Schools Commissioners Office and the Department for Education, and the County Council is therefore not in a position to determine applications to establish new Free Schools, although we certainly want to work closely with any successful applicants.

If you want further details about expected demand in these areas or any other in West Sussex, can I suggest you liaise closely with   who heads up the  

Yours sincerely



APPENDIX 2 – RSC Support

Text of [REDACTED] email of support for BET Trust expansion in line with the two free school applications detailed in this application form:-

From: [REDACTED]
[REDACTED]
Sent: 04 July 2016 1:08 PM
To: [REDACTED]
Subject: Bohunt Education Trust free school application

Dear [REDACTED]

Further to our phone call this morning, [REDACTED] has just got back into the office and has confirmed that since you have completed the growth survey that went out in May, your growth figures have been captured in this, so this will suffice in place of an [REDACTED] letter of support. As per the attached, it is to my understanding that Bohunt plans to open three primary free schools and three secondary free schools in 2018-19. Please can you confirm this is correct and that the free school in question, for which you are submitting an application, is captured within this?

In any case, [REDACTED] will be writing out to Trusts, confirming their growth figures before the end of this term, in advance of the deadline for submitting a free school application so you may continue with your application without an [REDACTED] letter of support.

Feel free to give me a call if you would like to discuss any of this further.

Kind regards,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Web: [REDACTED]
Twitter: [REDACTED]
SESL Sponsor Directory: [REDACTED]

APPENDIX 3 Challenge Based Learning

Challenge Based Learning is a series of stages, each of which gradually passes more ownership of the learning over to the students. The stages also allow for more and more paths to open up so that by the final stages, while each solution can appear totally unique and separate from each other, they all relate back to the initial “Big Idea”. In this way student autonomy and motivation is built.

THE BIG IDEA: *The Big Idea is a broad concept that can be explored in multiple ways; **TEACHER LED** it is engaging and has importance/relevance to students and the larger community. Examples of big ideas are Identity, Sustainability, Creativity, Violence, Peace and Power.*

ESSENTIAL QUESTION: *By design, the big idea allows for the generation of a wide variety of essential questions that should reflect the interests of the students and the needs of their community (school need, house charity, local community etc.).*

THE CHALLENGE: *From the essential question a challenge is articulated that asks students to create an answer or solution that, ideally, results in concrete, meaningful action (e.g. create an advertising campaign for a subject in school highlighting why it is worth studying).*

GUIDING QUESTIONS: *Generated by the students, these questions represent the knowledge students need to discover to successfully meet the challenge and map the learning process.*

- *Teacher supports through Guided Learning.*

GUIDING ACTIVITIES AND RESOURCES: *These lessons, simulations, games, and other types of activities use a variety of resources to help students answer the guiding questions and set the foundation for them to develop innovative, insightful, and realistic solutions.*

- *Teacher supports through Guided Learning.*

SOLUTIONS: *Each challenge is stated broadly enough to allow for a variety of solutions. Each solution should be thoughtful, concrete, actionable, clearly articulated, and presented in a publishable multimedia format such as an enhanced podcast or short video.*

PEER/TEACHER EVALUATION & REVIEW: *Not only of content and whether the solution meets the challenge, but also on how the group got to the solution (creative process, teamwork, leadership etc.).*

STUDENTS WORK AND REFLECTIONS PUBLISHED: *Having their thoughts public is a key component of today’s Facebook generation and, as the Challenge was made relevant, it is important to publish the students’ work online, on large screens in reception, in assemblies etc.*



STUDENT LED

CV template

		[Redacted]
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5b	For education only: if you are in a teaching or head of department role in your latest school (where available):	Not applicable
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6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
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7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
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		[Redacted]
8	Reference names(s) and contact details	[Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]

1	Name	[Redacted]
2	Area of expertise (i.e. education or finance)	[Redacted]
3	Details of your last three roles including: <ul style="list-style-type: none">• name of school/organisation• position and responsibilities held• length of time in position This should cover the last four years. If not, please include additional roles	Name: [Redacted] Position: [Redacted] Dates: [Redacted]
		Name: [Redacted] [Redacted] Position: [Redacted] Dates: [Redacted]
		Name: [Redacted] Position: [Redacted] Dates: [Redacted]
4	For finance only:	Not applicable
5a	For education only:	[Redacted] [Redacted] [Redacted]

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5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	Not applicable
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7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text]</p>
8	<p>Reference names(s) and contact details</p>	<p>[Redacted text]</p>

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1	Name	[Redacted text]
2	Area of expertise (ie education or finance)	[Redacted text]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities 	Name: [Redacted text] Position: [Redacted text] Dates: [Redacted text]
		Name: [Redacted text] Position: [Redacted text] Dates: [Redacted text]

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	<p>s held</p> <ul style="list-style-type: none"> length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
4	For finance only:	Not applicable
5 a	<p>For education only: if you are in a leadership position in your latest school (where available):</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5 b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	Not applicable
6	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

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7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<ul style="list-style-type: none">█ [Redacted]█ [Redacted]█ [Redacted]█ [Redacted]█ [Redacted]█ [Redacted]█ [Redacted]█ [Redacted]█ [Redacted]
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
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2	Area of expertise (ie education or finance)	[Redacted]

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		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED]
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 	[REDACTED] [REDACTED] [REDACTED]
5 a	For education only:	Not applicable
5 b	For education only:	Not applicable
6	Brief comments on why your previous experience is	[REDACTED] [REDACTED] [REDACTED]

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	relevant to the new school	[REDACTED]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8	Reference names(s) and contact details	[REDACTED]

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1	Name	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
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		Name: [REDACTED] Position: [REDACTED] Dates: [REDACTED] [REDACTED]
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4	For finance only:	Not applicable

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7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

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</p> <ul style="list-style-type: none"> - 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 <p>please delete this guidance before submitting this form]</p>		
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<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>			
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Governance self-assessment

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

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



Department
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