



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

BUCKTON FIELDS PRIMARY SCHOOL

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x	
2. Have you provided information on all of the following areas (where applicable)?	x	
Section A: Applicant details	x	
Section B: Outline of the school	x	
Section C: Education vision	x	
Section D: Education plan	x	
Section E: Evidence of need	x	
Section F: Capacity and capability	x	
Section G: Budget planning and affordability	x	
Section H: Premises	x	
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	
4. Have you fully completed the appropriate budget plan(s) where necessary?	x	
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	x	
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: before the advertised deadline?	x	

<p>12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?</p> <p>Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	x	
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* 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>	x	

Declaration

Please see our annex.

Section C – vision

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

The Preston Hedge’s Academy Trust – Our Vision:

Our schools are founded on the Trust’s key principles of ‘Fun, Creativity and Achievement’. ‘Fun’ to create happy, confident learners; ‘Creativity’ to provide the very best curriculum experiences; ‘Achievement’ to fulfil each child’s potential and ensure the highest academic outcomes.

With an innovative curriculum that has important principles and values embedded within, we produce happy, creative, high achieving pupils ready to fully embrace and contribute to life and society in Modern Britain.

Our Strategy:

To grow our MAT strategically to create a group of high performing primary schools within Northamptonshire. Our aspiration is to open a further two schools in 2018 and 2020 to meet the local demand that has been identified by Northamptonshire LA. We believe that this well managed approach will give us the capacity, sustainability and expertise to contribute further to the region’s commitment to developing a self-improving system. More importantly, we will be able to replicate our outstanding provision to create an outstanding start for the children of these two new communities.

Both schools have been identified as needed within Northamptonshire County Council’s “School Organisation Plan 2016-21”.

Our Planned Growth:

<u>2017</u>	<u>Pineham Barns Primary School</u> www.pinehambarns.school
<u>2018</u>	<u>Buckton Fields Primary School</u>
████	████████████████████ ██ ██ ████████████████████

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

<p><u>2020</u></p>	<p>The trust board will seek to speak with the RSC at an appropriate point, to consider further expansion or sponsorship prior to 2020 and beyond.</p>
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Our Track Record

Our track record for delivering good rates of progress across school is outstanding. From entry through to exit, pupils within the Trust make outstanding progress.

In Year One, 97% of pupils passed the phonics screening in 2016 , with 95% passing in 2015 and 2014, putting the school in the top 5% of schools nationally and significantly above the average for Outstanding schools. All our disadvantaged pupils have consistently passed the test since its introduction.

Attainment at the end of KS1 is outstanding with 90% of pupils achieving age expected standards in 2016, and more than 30% of pupils reaching greater depth across all subjects. Progress throughout KS1 is outstanding, with significant proportions of pupils making substantial progress from Reception to Year 2 across all groups, including those who enter the school at age expected standard and go on to attain greater depth at the end of KS1 across all subjects, and lower attaining pupils on entry who progress to meet age expected requirements at the end of KS1 across all subjects.

At the end of KS2, outcomes are outstanding. For example, in 2015, 97% of pupils achieved a Level 4+ in Reading, Writing and Mathematics combined. Significant proportions of pupils exceed age expectations in Year 6, and in 2015, 51% of pupils achieved Level 5 in Writing, and over 60% achieved Level 5 in Mathematics and Reading.

In 2016 the number of pupils reaching the new more challenging age related expectation was 25% above national outcomes, with over 90% pupils reaching the benchmark in Mathematics, Writing and SPAG. All our progress measures were positive scores and above national outcomes,

Our systems and processes for ensuring that pupils meet, and frequently surpass, their targets are fully established within the Trust and entirely transferable – we have had success in embedding these systems and improving outcomes when supporting other schools. Therefore we are confident that the trust would be highly capable of delivering good progress for pupils at our proposed new schools.

In terms of closing the gap for vulnerable pupils, provision is always determined by the needs of the individual, and our vulnerable pupils in 2015 outperformed similar children

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

nationally.

Our focus on excellent progress and high achievement for all pupils, alongside an engaging and relevant curriculum, means that we can provide the highest quality of primary places for Northamptonshire pupils.

The Trust has achieved notable successes, both from a leadership and academic perspective. In 2012, Preston Hedge's School confidently transitioned to an Academy and, in 2014, attained an 'Outstanding' grading from Ofsted. A year later in 2015, we became a National Support School and an academy sponsor. Throughout this period of change, there has been continued focus on progress and attainment of the children in the Trust with great success.

Key to the success of the Trust has been the school's approach to leadership and management. The school has a highly capable and talented Senior Leadership Team (SLT), who have a clear vision to drive continuous improvement. Through regular review and analysis they gain a complete understanding of the strengths and the areas of focus within the Trust, form robust action plans and implement and monitor these until the focus area is fulfilled. The rigour and drive involved in this process ensures success: within a year of receiving the Outstanding grading, Preston Hedge's had fully met the two targets given by Ofsted. It is this alignment around standards and expectations that would be replicated at the proposed schools, with an experienced and proven team to challenge and support each staff team.

The Trust has also built effective and successful performance management structures - a key enabler in monitoring and maintaining progress and standards and building and developing staff - which we would replicate at our new schools. Individual SLT's would be supported by the [REDACTED] to enable them to clearly evaluate staff teaching and development needs, and use these, alongside school improvement focus areas, to provide individual performance management targets for all staff and Principals. This would ensure that the school's vision and priorities are the principal driving force for all staff.

The governance structure of our MAT is now established and approved by the DFE and has proved to be very effective. It provides focus on three key aspects of school management: Standards, Finance, HR & Resources and Safeguarding & Well-Being, and is supported with robust policies and procedures which are reviewed and monitored regularly. Each committee fulfils the education plan of the Trust board. The strength of the governance model can be attributed to the targeted recruitment of governors to ensure that the appropriate skills and experience are acquired to further enhance the committee structures and local governing bodies.

The Trust has developed an operational framework that has clear capacity to support two new schools. The SLT has three strategic leaders who do not have a class-based responsibility, thus are able to provide external school support without adverse impact. The SLT are already highly experienced in supporting other schools, and have shown a proven impact for schools that have received the Trust's support - for example: a local school, who the LA had graded as inadequate, was supported by our team, and at its

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

Ofsted inspections following our support, retained its 'Good' grading.

The wider leadership has expanded and we have built a team of middle managers who have a strong ability to support and develop other staff and embed school processes. Furthermore, the Trust has built a network of trusted professionals who are also able to add value to a new school: we are a strategic partner of the Fairfield's Training School Alliance, which gives us access to educational specialists and courses; the Trust's CEO is a National Leader of Education, who ensures that we always stay informed of new educational guidance and have excellent resources at our disposal. Careful financial management and income generation mean that we have the financial resources to provide and sustain capacity in this way and to support the establishment of a comparable operational framework beyond Preston Hedge's and Pineham Barns schools.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		30	60	60	60	60	60	60
Year 1		15	30	60	60	60	60	60
Year 2		15	30	30	60	60	60	60
Year 3			30	30	30	60	60	60
Year 4				30	30	30	60	60
Year 5					30	30	30	60
Year 6						30	30	60
Totals		60	150	210	270	330	360	420

The above table represents the trusts “typically” planned growth model for pupil numbers within with Preston Hedge’s Academy Trust. However, the Trust would work with local partners to ensure its schools matched local need and would responded to local demographics

Our financial modelling (Section D3) is based on these models and includes a safeguard of only 70% of places being filled.

The rationale for our education plan in D1 is based on evidence of need data from NCC. Buckton Fields is a new development and our intention is to open 30 reception place in the schools’ first year. We see this as having two advantages. Firstly, the housing development will still be growing and therefore will not initially need its full capacity of school places. Secondly, opening with 60 places would potentially see pupils being attracted to the school from other local schools notably Boughton Primary School.

From year two, as the development grows and nears completion, we would increase our Year R PAN to 60. This would then feed through the school. We are fully prepared, however, to respond to local need and will liaise closely with NCC to ensure that this is met.

Table D1 shows 15 places for Year 1 and 2. These 30 places are flexible to meet local need. They would then be expanded to 60 available places in the school’s second year, with 30 places for both Years 2 and 3.



Significantly, a newly appointed trust member has experience of opening a primary school in Northampton and dealing with the issues associated with rapid growth. This, we feel, gives the trust the experience and expertise to deal with the associated issues around new school growth.

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	5hrs	M	1 hr a day including Mental Sessions and Arithmetic focused day 2x 10 min morning learning
English	5 (KS1) 6.25 (KS2)	M	
Reading	2hrs 10mins	M	30 mins 4 x a week for guided and individual reading sessions 1X10min morning learning
Spelling & Grammar (Yrs. 2 to 6)	50mins	M	1x 30min session plus 2 x 10 min independent follow ups as morning learning

Phonics (Reception & Yr1)	1hr 40mins	M	20minutes daily
Science	2hrs	M	1 x afternoon weekly session
PE	2hrs	M	1 x inside session 1 x outside session or swimming
Curriculum topic (including PSHE & Citizenship(modern Britain)/Art/DT/History/ Geography/RE/MFL/Music)	All other curriculum time to devote to the Preston Hedge's Academy Trust Curriculum	M	The schools follow an exciting and innovative 'creative curriculum' that leads on a theme for a chunk of time throughout the term, including celebration days to immerse the children fully in a real-life experience of their curriculum

[Add more lines as appropriate]

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

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

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

The Trust has an innovative 'Creative Curriculum' and a rigorous and challenging core skills curriculum that has secured high achievement in the Trust's schools. The values and aims of high standards and the ethos of fun, creativity and achievement for all are embedded within the Trust's principles and would apply across all schools. Equally, there would be a focus on the values inherent for life in Modern Britain as these are all key elements that have successfully led to the outstanding outcomes that the Trust achieves.

It is, as yet, unclear how different the pupil population would be at the new schools as the immediate admissions area is still in construction; however, the Trust would treat

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

each school according to its context, and would adapt individual units of work in order to ensure consistent, high achievement for the pupil population at the new school.

The Trust team are capable of being highly adaptive to changing needs of the pupil population. Proportions of EAL pupils within Preston Hedge's Primary School have risen from 4% to 20% of the intake over the past two years. As the school's outcomes have risen year on year, the increase in EAL pupils has not had a negative impact on pupil attainment. In fact, the increasing outcomes demonstrate how successful the Trust is in making adaptations to the curriculum to accommodate differing needs. The Trust has secured these outcomes for all pupils because of early intervention systems, clear monitoring by experts within the Trust and embedding advice given from professional external support where and when it is necessary.

The Trust has built excellent external strategic partnerships, with other NSS, the Jubilee school network, and also Fairfields Teaching Alliance, who specialise in supporting children with varying needs; therefore, the Trust is able to access a wealth of support, resources and expertise to ensure success for pupils within the school with all different requirements.

The vision of the Trust is one of achievement for all and it is the Trust's aim that disadvantaged pupils will achieve at least as well as other pupils nationally and within the school. The Trust considers it likely that disadvantaged pupil numbers may be different from the low numbers of disadvantaged pupils at Preston Hedge's Primary School; however, the clear strategies employed to great success within the school will be applicable to other demographics. These include individual school principals ensuring that funding for disadvantaged pupils is ringfenced, with the trusts Vice Principal for Standards in charge of monitoring how the funding is used, and carefully evaluating this spending to make sure that strategies result in positive outcomes.

The schools will provide support to disadvantaged pupils according to their individual needs to ensure maximum progress and attainment. This support will primarily take an academic approach. Termly, at pupil progress meetings, the outcomes and progress of individual disadvantaged pupils will be scrutinised, and a curriculum support plan will be created to either support the child's progress towards targets or provide opportunity for acceleration.

These meetings will also give key stakeholders an opportunity to have wider school conversations about individual needs and to provide more global support. This could involve free breakfast and afterschool provision; subsidised sports, music and craft clubs; or subsidised school trips to ensure that disadvantaged pupils have equal opportunities to other pupils in the school, and to fully develop the whole child.

Teaching and learning within Trust schools is underpinned by a culture of high

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

expectations and aspiration for pupils.

The Trust has developed a successful and engaging curriculum, with rigorous and challenging expectations, and a well established and consistent approach to teaching & learning that ensures that high standards are secured and maintained. The use of the Trust's curriculum objectives, and the progressive manner in which they are taught develops strong understanding and progress for all abilities of pupils.

Lesson structures are consistent, with specialist leaders across the Trust able to provide demonstration lessons for teacher support and staff training. This ensures that teaching is no less than good with a significant proportion of teaching being graded as outstanding. Lesson structures are reinforced through the Trust's observations materials, which also involve triangulation to make certain that all aspects of high standards are assessed and reinforced during a teacher's observation cycle. Detached phrasing linked to Ofsted requirements of outstanding teaching are used on observation forms, which means that the expectations are clear to all leaders who observe staff, and guarantees a consistency of approach across the team.

All staff, regardless of their lesson grading, receive targets from their lesson observations to support or enhance their teaching further. These targets are tracked from one observation to the next and are linked to a teacher's performance management. Progress towards these targets, and training where appropriate, are managed by a member of the SLT and this makes sure that teaching within the school is the best that can be, with all staff gaining vital CPD.

The assessment procedures and materials used across the Trust make sure that data is clear and consistent, so that senior leaders are able to track trends and use reliable statistics to shape whole school and curriculum priorities; the support needs of staff; and provide performance management objectives that maintain a curriculum and teaching and learning focus that deliver high quality pupil outcomes.

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 Trust is committed to the highest standards for the pupils in its schools, and has rigorous procedures in place with regard to practices surrounding robust assessment systems, target setting and other key policies that will be consistent for all schools within the Trust. These involve a strategic and precise leadership focus, both from within the school itself and from external experts within the Trust to track, monitor and challenge performance outcomes at all assessment cycles.

The Trust has developed a leadership structure that ensures consistency of challenge and support across schools. Within schools, individual School Principals and their Senior Leadership Teams will work alongside the [REDACTED], who will oversee standards and set targets across all schools within the Trust. [REDACTED]

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

[REDACTED] This advisor will support the CEO in measuring the outcomes of the Trust as a whole, analysing areas for development, and ensuring the accountability of the CEO and Executive Team for the continued success of the Trust.

As stated, individual SLTs will be supported by the Trust and the Executive team in setting challenging targets for their schools appropriate to the high quality teaching and learning that the pupils receive at the school. From data as they enter the school, pupils will be set individual, aspirational targets which will be tracked at termly assessment point using the Trust's tracking systems and which are linked to the whole school outcome targets for each key stage. As pupils progress through the school, their targets would aim to accelerate their progress, as is in line with the Trust's practices.

The aim is that all schools within the Trust achieve outcomes in phonics, KS1 and KS2 that are significantly above national figures and in line with outstanding schools nationally, so whole school and individual pupil targets will be set according to Raise Online information and statistics from Arbor software, allowing the Trust to monitor and benchmark data from its schools alongside established data sources.

The Trust will set target outcomes as shown below:

- A minimum of 85% of pupils leaving EYFS with a good level of development
- 90%+ of pupils achieving the Phonics Screening Check in Year 1
- 90%+ of pupils leaving KS1 working at age related expectations
- 90%+ of pupils leaving KS2 working at age related expectations
- Progress above national progress rates showing value added etc
- Average pupil attendance at 95%+ in line with outstanding schools nationally
- Punctuality at 100%

As the schools will initially open to EYFS and Key Stage One, the targeting and tracking strategies established by the Trust would be immediately established to secure

D2 – measuring pupil performance effectively and setting challenging targets

progress and attainment right from the start.

Within 6 weeks of entry into Reception, pupils are assessed as a baseline from which exit targets and minimum KS1 targets are set. Pupils who join a year group within the academic year will have an initial assessment on entry, from which they will receive an end of year target to enable precision tracking. For pupils throughout the school, exit outcomes will be tracked, and, where suitable, provide opportunities for accelerated targeting of individuals.

At three termly, simultaneous assessment points throughout the academic year, individual pupil's current attainment in within the Trust's schools will be assessed in core subjects, using rigorous assessment materials based on the National Curriculum that have been developed by the Trust and used successfully to monitor pupil progress.

To ensure consistency and rigour, outcomes will be underpinned and validated by internal and external moderation systems, involving the school's SLT, cluster teams, other schools within the Trust and expert leaders within the Trust to ensure consistency of assessment approaches across the schools.

Pupil outcomes will be then be measured using robust monitoring processes established by the Trust that enable the early identification of areas that need support, in order to secure whole school targets and maximise pupil performance:

At an individual pupil performance and class performance level, the school's SLT will hold pupil progress meetings with each class teacher on assessment outcomes. The progress towards targets set will be rigorously tracked using Trust's whole school tracking systems, which track pupils individually and allows the SLT to precisely follow a pupil's progress whilst ensuring whole class and year group pupil performance is clear too. From these discussions, a member of the SLT will identify pupils who can accelerate towards a more challenging target or need support to meet their target, and set up and monitor the interventions required on an academic intervention plan. Intervention programs will be carefully monitored by a member of the SLT at monthly intervals to ensure that the strategies adopted are effective, and that children are back on track as swiftly as possible.

The scrutiny of class outcomes will also determine any teacher support linked to their performance management expectations.

At a whole school level, outcomes will be scrutinised by the SLT, the trusts Executive team and the Standards Committee of the Trust. This enables the school to find trends within the school data and prepare CPD and priorities for the trust, individual schools and staff. During these meetings, in-year outcomes would measure progress towards meeting the school's challenging targets, and a support plan would be implemented if any whole school areas were at risk.

End of year outcomes would also be rigorously measured, and would be benchmarked against other schools within the Trust, RaiseOnline and Arbor and would inform the executive teams and trusts priorities for the following academic year.

High quality teaching within the school will ensure high outcomes. The Trust has a specific methodology that has had proven results in improving teaching. Lesson observations materials ensure that triangulated evidence of data and children's work are monitored alongside observing individual lessons, These materials are linked to

D2 – measuring pupil performance effectively and setting challenging targets

Ofsted 'Outstanding' criteria allow the SLT and Executive team to have an in depth understanding about the strength and needs of teachers, thus enabling them to precisely target areas for development that enhance teaching, and swiftly address any underperformance.

Individual teacher support areas are linked to their performance management objectives ensuring that they are accountable for their own practice and outcomes. Progress towards improving teaching will be measured at 3 weekly reviews with the school's principal in order to support, and also to provide challenge and direction.

There will be involvement from all stakeholders in order to ensure performance will be high. Teachers have class targets for performance management that are linked to the whole school targets, and feedback on progress towards these will form part of the performance appraisal and pupil progress meetings that occur throughout the academic year. The performance management structure is rooted in triangulated evidence, and the school's SLT will keep the Executive team and Trust's CEO updated on the progress of teachers in termly meetings. The Trust's policy that applies to all schools is that there will be no progression recommended for teacher pay scales if individual objectives are not met.

Parents will be informed regularly as to the performance of their children. Reports that detail a pupil's current attainment, progress towards the end of year target, and informing parents of their child's attendance will be shared with parents termly through Academic Progress Reports and parents meetings. As part of all teachers duties within the Trust, there is an expectation that any issues regarding attainment, progress, attendance or behaviour will be shared with parents as soon as any issues arise, with any necessary support for pupils put in place from these meetings and monitored by the SLT.

These strategies lead to highly effective outcomes as shown by the performance table below:

Reception

	2014 School	2014 National	2015 School	2015 National	2016 School	2016 National
EYFS Good Level of Development	73%	60%	83%	66.3%	85%	Unknown as yet

Year One

	2014 School	2014 National	2015 School	2015 National	2016 School	2016 National
Yr 1 Phonics Screening Check Pass	95%	74%	95%	77%	97%	Unknown as yet

D2 – measuring pupil performance effectively and setting challenging targets

End of Key Stage 1

KS1 Outcomes	2014 2b or above School	2014 2b or above National	2015 2b or above School	2015 2b or above National	2016 At age expectations or above: School	2016 At age expectations or above: National
Maths	90%	80%	97%	82%	92%	Unknown as yet
Reading	90%	81%	95%	82%	92%	
Writing	85%	70%	97%	72%	90%	

End of Key Stage 2

KS2 Outcomes	2014 Level 4 or above School	2014 Level 4 or above National	2015 Level 4 or above School	2015 Level 4 or above National	2016 At age expectations or above School	2016 At age expectations or above National
Maths	95%	86%	98%	87%	93%	70%
Reading	93%	89%	100%	89%	78%	66%
Writing	95%	85%	97%	87%	93%	74%
Spelling, Grammar & Punctuation	86%	76%	98%	80%	93%	72%
RWM combined	90%	78%	97%	80%	78%	53%

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

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

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

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

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

Our staffing plan for all our schools will follow the Trust’s principles of a combination of a team of outstanding leaders and teachers. [REDACTED]

Reflecting the proposed growth table in D1 across our schools’, each individual school would grow as follows:

The symbols * below, for example * or ** indicate that the staff roles maybe fulfilled by the same staff member.

Structure based on 100% pupil numbers:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Leadership	Principal Designate Ast Principal	Phase 1 Leader*	Phase 2 Leader **	Phase 3 Leader *	Ast Principal **			
Teachers Appointed to year groups	Yr R	Yr R Yr 1* Yr 3	Yr 1 Yr 4**	Yr 2 Yr 5*	Yr 3 Yr 6**	Yr 4	Yr 5	Yr 6
Teaching Assistants	4	6	7	8	10	11	12	13
Admin Staff	Bursar Receptionist			Admin Ast				
Site Manager	Site Manager							
Lunch Supervisors	4	5	6	7	7	7	7	

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

as with a 100% intake.

The Trust would then monitor pupil numbers in the coming years in both schools to ensure staffing was sustainable, appropriate and effective. In addition, the Trust and the CEO would want to challenge the LGB as to why the school is not full.

Should Buckton Fields only fill at 70% we are able to support this financially.

Our Finance Officer, who has worked for a MAT in that capacity, has produced a forecast, which shows the financial sustainability of both schools at 70%. This has been shared with the RSC.

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

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

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

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

The Trust fully embraces all faiths and world views as well as those who hold none. We believe that the ethos of every one of our schools needs to have celebration and respect to all different faiths and personal views at their core. The Trust recognises its role in this are to help nurture a newly forming community. We use a carefully structured curriculum to support this ethos in practice.

The Trust has an absolute belief and commitment to developing the whole child who will go on to make a positive contribution to society. This is reflected in both the ethos and curriculum of the Trust. As part of its ethos, the Trust expects all staff to constantly reinforce British Values. Our school rewards systems are related to children demonstrating a core value in an exemplary way and the children aim to collect all the “values badges” during their time in school. If they achieve all six, they gain an overall gold award. The Trust ensures that children are taught both in assemblies and in lessons about what it at the heart of these values and how exactly they can demonstrate these. Celebrations in assemblies and on the website enable children to see others as role models. The Trust has devised an approach to embed these values as life-long in those that we educate. Our unique curriculum teaches the values important for life in modern Britain. We have 6 termly values of tolerance, aspiration, co-operation, caring, resilience and self-discipline, which are interwoven within our

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

study of key influential British citizens, such as: [REDACTED], where pupils develop an understanding of democracy; or [REDACTED], where pupils gain a real insight into the nature of perseverance. These are carefully chosen individuals to maximise the children's response to their learning.

Through wider SMSC education we ensure that all children know the rule of law – right and wrong but also, morally, the need for respect and tolerance of all groups of people. The Trust has had no reports of prejudice, (including radical or religious), despite a vigilant culture and clear reporting systems over numerous years. We believe that this is largely attributed to the values that all staff in the Trust promote. Robust procedures are in place to address any such issues should they arise and staff are trained through safe guarding in what they must do, including recording and reporting swiftly should this occur. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Our wider PSHEC curriculum is woven effectively into our Creative Curriculum. For example, the Trust insists on children understanding dangers faced in Modern Britain and e-safety sessions form a minimum of termly teaching. This does not cover merely stranger danger, but a wider understanding of The Prevent Duty and recognising extremist views that they may come across on the internet outside of school. The Trust would replicate and enhance this curriculum in new schools, but use the knowledge of our Safe Guarding lead to fully tailor the programme to meet the needs of each community. Our Trust promotes democracy throughout many aspects of the curriculum, but culminating in a huge, yearly election for Headteacher for a day where a Year 6 pupil campaigns, with a team, to be voted into that role. Phase Three pupils (Years 4 – 6) are immersed in the importance of democracy and learn to understand that each and every vote counts.

The Trust believes that diversity brings richness, respect and tolerance opportunities to its curriculum and as such, Celebration Days for all the religions take place at different points in a child's journey through school. This is to ensure that children are fully involved in the experience and see the excitement and wonder in all faiths; we absolutely believe this leads to complete mutual respect. Pupils may be involved in anything from cooking to art work to drama. The aspect of which we are most proud links to our community involvement and using members of our community to join us on these days to help educate our pupils. This is one of The Trust's key strategies in welcoming all members of each community into school and further promotion on the Trust's social media allows the whole community to see the genuine desire for all to feel welcome. Further, there is an "open door policy" to encourage any member of the

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

community to come into see members of staff in the Trust's schools.

The Trust has a comprehensive policy for Safe guarding as it does not believe that effective practice is to invite staff to merely read Government Guidance – guidance is linked to the Trust's policy and practice. Staff receive more than the minimum requirements for training, having a session yearly around policy and practice and additional sessions on targeted areas. The Prevent Duty forms part of, and is explicitly embedded, in the overall Safe Guarding policy. The Trust believes that vigilance, teaching children how to be safe and all members of the community understanding how to report are vital key skills. It recognises the importance of recognising all extremist views, (not just those reported highly in the media), that can lead the radicalisation. Training also enables staff to recognise changes in pupils or key behaviour indicators that should be reported as well as fore-mentioned, E-safety, (as found as a potential risk to children who have access to the internet easily outside of the school). This combined with a Modern British Values curriculum is a vital part in our Trust's role in The Prevent Duty.

The Trust is fully committed to building new communities and has a desire to have an impact "beyond the school gate." We are committed to providing an outstanding start for the pupils and new communities of Buckton Fields [REDACTED].

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

In 2016 Northamptonshire County Council identified that over 30 new schools were required by 2021. This highlights the need across the county for new school places to be created. This significant need will require over 20 new primary schools. We therefore, in line with our vision and strategy are seeking to provide new school places in these communities in order to give their pupils an outstanding start.

The evidence of need for both our proposed schools is highlighted in Northamptonshire County Councils, School Organisation Plan 2016-21 entitled “Local places for local children, September 2016. This information was also shared in the summer term at a RSC/NCC Roadshow event in Northampton.

Northamptonshire Context

In Northamptonshire the overall population has increased by 3.2% from 2011 to 2014. It is expected to grow by a further 5.7% in the period to 2021.

There has been an increase of 23.4% in the annual births in the county for the period 2001 to 2012. The school age (5-18 year old) population has risen by 4.3% from 94,753 to 98,761 in the period 2005 to 2015. It is expected to rise by a further 7.5% by 2020. The number of children entering Northamptonshire’s primary schools has risen by 11.5% in the last five years. This information is up to date as of September 2016.

Buckton Fields

Buckton Fields will yield in excess of 1000 homes from the housing development of the same name. NCC have identified the need for a 2 form entry primary for September 2018. Section H of this application includes up to date detail on the site and associated plans for both schools.

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

[Redacted content]

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 proposed schools are in areas of need as established by Northamptonshire County Council due to rapid expansion from new housing growth within the area.

Northamptonshire County Council estimate that they will fill almost to capacity simply from the housing estates that are being constructed around them. [REDACTED]

[REDACTED] and Buckton Fields will have 1000 new homes within its area of NN6 8AA

Engagement with parents and the local community will take place as soon as the Trust receives notification of approval, and we will follow a similar, successful engagement process as we have done with another of the schools within the Trust: Pineham Barns Primary School.

We set up a press release immediately: <http://www.northamptonchron.co.uk/news/new-primary-school-set-to-be-opened-in-northampton-in-september-2017-1-7330395>

A new primary school is set to open in a new housing estate in Northampton in September 2017. The Preston Hedge's Academy Trust has announced it will be sponsoring the new Pineham Barns Primary School. The new school will work closely with Preston Hedge's Primary School in Wootton Fields, which has been rated "outstanding" in all areas by Ofsted. Paul Watson, Headteacher of Preston Hedge's Primary School said the new school would be founded on the trust's key principles of fun, creativity and achievement, whilst having its own unique curriculum, values, ethos and leadership. He said: "We are very much looking forward to working with the new community of Pineham, to deliver an exceptional school experience for the local children and their families. "We will work tirelessly to ensure that the new school is prepared to deliver an outstanding primary education."

Within 6 weeks of approval, we had a live school website that future parents and members of the community could register interest on, which also had an email contact for enquiries. The Trust simultaneously set up a Twitter account so that the community could stay updated on news through social media.

We established our consultation period and distributed a consultation brochure to the residential communities within the proposed catchment areas, to local businesses and nurseries, and also to the site offices of the housing developers to ensure future residents were aware of the school and had opportunity to respond either to the proposal using the brochure, or on our online survey. We also sent this material to other key stakeholders, including the local and parish councillors, public and health services and religious organisations within the community.

E2 – successful engagement with parents and the local community



We provided face to face engagement with the local community, and introduced key members of the Trust in meetings with cluster schools, parish councils and key businesses. We held a public consultation meeting on Thursday 8th September, which was well attended by the local community, with 48 attendees.

The processes for engagement have been highly successful. We had over 70 respondents to the consultation survey, from a cross section of the community – both future parents and local residents - and these were overwhelmingly positive in their support for the school and its curriculum. The survey responses alone show that 30 parents plan to apply for a place for Reception for the September 2017 intake. In fact, on the day that applications to the school opened, we had a flurry of applications immediately emailed in. Furthermore, we currently have over 60 contact details of future parents who have registered interest in the school and want regular news updates, including those whose children are not yet of school age, demonstrating that the engagement has promoted future capacity within the school.

We have engaged with the feedback from parents during the consultation, and have received many positive emails from residents such as the one below:

Comments:

[REDACTED]

The Trust embraces community engagement, and once the school is open, will continue to ensure that the school is at the heart of the local community. Activities such as Friday afternoon parent reading sessions, breakfast with dads and Macmillan coffee mornings will all ensure that community links are embedded within life at the schools within the Trust.

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.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Early Years experience	Early Years practise as the new schools grow to ensure an outstanding start.	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 95%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 95%;"></div> <div style="background-color: black; height: 15px; width: 85%;"></div>

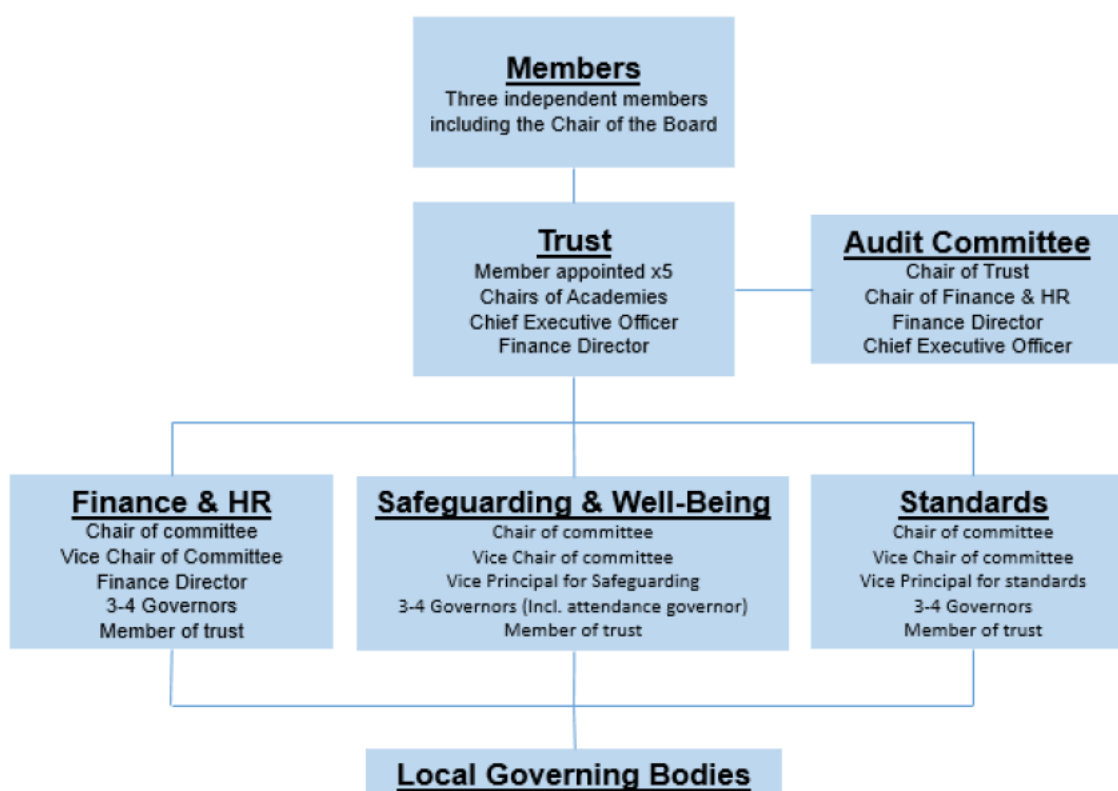
[Add more lines as appropriate]

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



[REDACTED]

The role of the Members is one of guardianship of the constitution, determining the governance structure of the Trust and providing oversight and challenge of the Trustees to ensure the objectives of the Trust are fulfilled.

[REDACTED]

This gives them a good understanding of the changing landscape of the public sector as well as the rigour required to ensure

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

compliance and to achieve success.

[REDACTED]

The Trustees role is to oversee the management and administration of the Trust and the schools run by the Trust, delegating the authority and responsibility to others, who can undertake the day to day management of the schools. The Trust Board continue to have the necessary strategic and legal oversight of the Trust and will monitor all activities; determining the strategic direction of the Trust, assessing the performance of the schools and establishing and reviewing the policies and practices governing them.

[REDACTED] This effective combination ensures they are able to provide strategic leadership and governance, as well as offer challenge and support to senior leaders.

[REDACTED]

The Trust have consciously recruited against specific skill sets needed to strengthen the Trust or the local governing body, at any given time. This is a practice that will continue to be employed, as it enables the Trust to leverage individual's skills and experience to deliver the strategic agenda of the Trust and the strategy of improvements and priorities of the individual schools within the Trust.

An Audit Committee has also been established to ensure the Trust is compliant with its legal and financial duties.

To further support the Trust in supervising the effectiveness of its schools and to assist it in the implementation of its strategic plans, the Trust structure also has three committees aligned to the key strategic pillars – Standards, Safeguarding and Finance and HR. The role of the committees is to enable a targeted viewpoint on the critical aspects driving the effectiveness of a school. This focus allows the committee to develop a level of expertise and collaboration that can be leveraged to achieve best practice across the Trust, alongside supporting the Trust in the creation of policy and practice that is in line with legislation and current thinking.

The Local Governing Body is the final section of the structure. The role of the Local Governing Body is to ensure local accountability for the performance of the school and ensure that the school serves their individual community's needs. The Local Governing Body of a school is, in the main, made up of individuals from that community.

In terms of the strategic remit of the Trust, it is to determine and ultimately fulfil the shared vision and ethos of the Trust, allowing for a uniqueness of each school that best serves its community. The Board also has the responsibility to develop the strategic plan for the Trust and ensure the effective cascade and communication of the plan and expectation across the Trust's schools. In developing the strategic plan for the Trust, a

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

number of key partnerships have been developed and will continue to be leveraged to further shape the strategic direction.

The remit of the Local Governing Body is to monitor how an individual school fulfils the vision and ethos of the Trust, and to monitor the implementation of the strategy of improvement, focusing on the school's performance and any curriculum and budgeting priorities identified by the Trust. This includes supporting the School Principal and SLT in monitoring pupil progress and analysing performance data, supporting the Trust Board in providing scrutiny of the school's senior leadership for all aspects of performance as well as monitoring the expenditure of the school's annual budget, in line with the Trust's policies and practices.

The Trust has a Scheme of Delegation, which outlines how we will govern as a Trust. The documentation includes the vision and values of the Trust, the accountability in terms of governance and management structure, as well as terms of reference, roles and responsibilities and code of conduct. The scheme of delegation was approved by the DFE in August 2016.

The Trust believes that the overall structure alongside the Scheme of Delegation ensures effective governance of the Trust and its schools. There is an appropriate level of scrutiny, reporting and monitoring that allows for the escalation of any issues or concerns to the Trust, with the Scheme providing clear guidance on the level of intervention required in response.

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

As applicant type 4, we recognise that at this point we do not need to fill out the excel spreadsheet and complete section G1.

We would however note that the trust has a clear strategy for centralising certain costs to ensure financial efficiency and effective school to school support.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

CV template

We have attached CV templates for our two trust members who were not part of the checking process for our successful academy sponsor bid in October/November 2015.

CV template		
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Department
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