



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

CAMBRAI COMMUNITY PRIMARY SCHOOL

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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 type="checkbox"/>	<input checked="" 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 your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<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
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<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: 

Print name: 

Date: 

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

Section C: Education Vision

C.1 INTRODUCTION

Cambrai Community Primary School will be non-faith, inclusive two-form entry (2FE) primary school for children aged 3 to 11, with a nursery for 3 & 4 year olds. The proposed school will open in September 2018.

The school will join Heathfield Multi-Academy Trust, an Academy sponsor approved by the Department for Education. Cambrai will join 5 other schools, Heathfield Primary School, Hurworth Primary School, Northwood Primary School, Corporation Road Community Primary School and Mount Pleasant Primary School. The Trust runs four SEND Resource Bases catering for a wide range of special educational need. The Trust also runs a Nurture Provision for younger children with attachment issues and a Low Incidence Needs Team supporting pupils who have a visual impairment and/or a hearing impairment in the Darlington area.

C.2 VISION FOR CAMBRAI PRIMARY AS A HEATHFIELD MULTI ACADEMY TRUST (HMAT) SCHOOL

C.2.1 HMAT Vision

Our vision is for a highly successful family of schools where children are supported educationally, socially and practically to achieve their highest potential in school and life. We are determined to become the Trust that makes the biggest difference to the whole child, all our staff and the local community.

We will deliver our vision by leading and collaborating across our family of schools:

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

sharing expertise and resources and being committed to academic and pastoral excellence, and achieving our vision means:

- Ensuring outstanding outcomes for children in all HMAT schools
- Offering outstanding leadership, teaching and learning
- Welcoming families, their aspirations and needs
- Being a positive force on the communities that our schools serve
- Offering a broad, balanced and rich curriculum
- Nurturing young people's physical, mental and emotional well-being
- Being led by values and principles in all that we do
- Being open and honest in our communications across the network
- A core commitment to areas of high need with quality support to vulnerable groups
- Professional growth that is developmental & peer-based with enhanced career pathways

C.2.2 Cambrai Community Primary School

Cambrai Community Primary will embody the best practice from existing Trust schools. At Cambrai, children will be supported educationally, socially and practically to achieve their highest potential in school and life. We are determined to make the biggest difference to the whole child, all our staff and the local community.

This means:

Delivering an outstanding inclusive education for all our pupils, always ready to go the extra mile for the sake of nurturing rounded literate citizens.

Accepting and working with the child as they are, where they are, adjusting teaching and care to get the best from them.

Understanding that Cambrai children are managing situations in their homes and community as well as school, this is part of our curriculum.

Leading children through a rich and varied learning, accepting the additional challenge of helping them through life situations to peak performance.

Aiming for quality outcomes at school that are reflected in positive outcomes at home and in the community.

Preparing and developing reflective teachers and staff so that they can flourish while delivering our curriculum.

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

C.3 Our Educational Model

To achieve our ambitious outcomes, Heathfield Multi Academy Trust Education has developed a complete and scalable educational model for use in HMAT schools: the *Whole Child, Whole Curriculum, Whole School* approach underpins current practice and is the model for Cambrai Community Primary.

Paying attention to the **Whole Child** means stimulating a desire to learn and achieve, as well as developing the character and emotional health of each pupil.

Paying attention to the **Whole Curriculum** means a broad range of subject matter delivered through effective pedagogies that pay attention to the outdoor world and the underlying skills of learning.

Paying attention to the **Whole School** means nurturing staff through sensitive performance management and targeted CPD and consistent prioritizing of home-school and community links.

C.3.1 Paying attention to the **Whole Child** means stimulating a desire to learn and achieve, as well as developing the character and emotional health of each pupil.

- Delivering an outstanding inclusive education for all our pupils, always ready to go the extra mile for the sake of nurturing rounded literate citizens.
- Accepting and working with the child as they are, where they are, adjusting teaching and care to get the best from them.

The Trust's vision is for schools where children are supported educationally, socially and practically to achieve their highest potential in school and life. We are determined to become the Trust that makes the biggest difference to the whole child, all our staff and the local community, and through this vision we intend for our young people to be equipped to take their place in society as valued, economically viable and responsible citizens. Our children will leave our Schools empowered as independent, co-operative, innovative and motivated pupils with the skills for and love of learning for life, and having the complete skills to integrate and contribute to a diverse British society.

Social and emotional development is a core part of the education to be offered by Cambrai, and aims to ensure children are adjusting appropriately and sensitively to a range of social contexts and experiences. Our expectation for children at Cambrai is that they are able to relate well to their peers and adults, and we will help them by

- encouraging children to work and learn co-operatively;

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- encouraging children to develop their skills of empathy and tolerance;
- encouraging children to recognise and respect differences and similarities;
- providing opportunities for children to exercise leadership (such as through school council programmes) and responsibility across year groups and the school;
- providing positive and effective links with the world of work and the wider community;
- encouraging inter-generational links and work.

C.3.2 Paying attention to the **Whole Curriculum** means a broad range of subject matter delivered through effective pedagogies that pay attention to the outdoor world and the underlying skills of learning.

- Leading children through a rich and varied learning, accepting the additional challenge of helping them through life situations to peak performance.
- Understanding that Cambrai children are managing situations in their homes and community as well as school, this is part of our curriculum.

Our curriculum will help pupils develop a sophisticated understanding of the world in which they live. It starts with an emphasis on the rapid development of the *core skills* of literacy and Maths, which enable children to access the curriculum. The academic curriculum will be infused with opportunities for children to develop their *learning strategies*. This will include a discrete weekly lesson that teaches children explicitly about learning to learn, giving them and their teachers the knowledge, language, moral exemplars, practices and experiences to help them continue strengthening the strategies in their own lives. We will provide regular opportunities for pupils to develop their intellectual *curiosity* by applying their skills and knowledge to projects that involve either adventure learning in the outdoors or providing a service to other people in the community.

Cambrai Community Primary will be promoting teaching styles which value students' questions and give them space for their own thoughts ideas and concerns; we want to enable students to make connections between aspects of their learning, to encourage students to relate their learning to a wider frame of reference and to encourage students to consider and respect a diversity of opinions.

Like all HMAT schools, Cambrai will provide a broad assessment tool that will deliver a range of data to inform teachers, parents and pupils about progress. In order to provide regular measurement of pupils' academic and character development, we are bringing together a range of different assessment techniques into a single tool, that

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

will enable staff and parents to track children's progress against various indicators that reflect their development, both academic and character.

C.3.3 Paying attention to the **Whole School** means nurturing staff through sensitive performance management and targeted CPD and consistent prioritizing of home-school and community links.

- Aiming for quality outcomes at school that are reflected in positive outcomes at home and in the community.
- Preparing and developing reflective teachers and staff so that they can flourish while delivering our curriculum.

Our pupils will only be able to flourish if we support their teachers and other staff to flourish too. To achieve this, HMAT will provide Cambrai staff with a thorough training and development programme – Heathfield Trust Teacher Preparation and Development (HTTPD) – that will ensure all staff are able to deliver the Completely Literate Curriculum with confidence and understanding. Consisting of 3 days preparation before the start of each academic year, a further day each term of INSET, and fortnightly development sessions on Monday evenings, HTTPD will help all our staff develop their own professional knowledge and skills, encourage them to explore and take ownership of the curriculum they are delivering, and equip them to both embody high expectations and role model the virtues we seek to promote in our children.

Including the community in the school is one aspect of our commitment to the inclusion as a core value of HMAT schools: Inclusion is about having access without prejudice, but it is also about being welcomed and embraced as a member who belongs to our diverse community. We believe that the objective of inclusion is achieved only when a student is participating in the activities of the school and their classes with the support they need to achieve to their highest potential.

Section D – education plan: part 1

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

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	Current number of pupils	2018	2019	2020	2021	2022	2023	2024
Nursery	45	52	52	52	52	52	52	52
Reception	0	30	45	60	60	60	60	60
Year 1	0	30	45	60	60	60	60	60
Year 2	0	30	45	60	60	60	60	60
Year 3	0	30	45	60	60	60	60	60
Year 4	0	30	45	60	60	60	60	60
Year 5	0	30	45	60	60	60	60	60
Year 6	0	30	45	60	60	60	60	60
Nursery Total	45	52	52	52	52	52	52	52
School Totals	0	210	315	420	420	420	420	420
Overall Total	45	262	52	52	52	52	52	52

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	5.5	Mandatory	
English	5.5	Mandatory	
Phonics & Reading	2	Mandatory	
Basic Skills	2	Mandatory	
Science	1	Mandatory	
Computing	1	Mandatory	
Geography/History	1.5	Mandatory	
RE	1	Mandatory	
Art/DT	1.5	Mandatory	
Music	0.5	Mandatory	
PE	2	Mandatory	
MFL	0.5	Mandatory	

[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

D.1 Curriculum Plan

All HMAT schools will use the *Whole Child Whole Curriculum Whole School Model* set out in section C. This section, therefore, sets out the specific adaptations we will make to the Model to ensure that it is fit for purpose for the specific communities Cambrai will be serving in Catterick.

Designing the Whole Curriculum at Cambrai means delivering a broad range of subject matter delivered through effective pedagogies that pay attention to the outdoor world and the underlying skills of learning.

- Leading children through a rich and varied learning, accepting the additional challenge of helping them through life situations to peak performance.
- Understanding that Cambrai children are managing situations in their homes and community as well as school, this is part of our curriculum.

D.1.1 Learning from current schooling in the Catterick area.

With the detail of population growth forecast for the area detailed in Section E, here we consider the most important points for curriculum planning and delivery, as the experience of HMAT is applied to the characteristics of schooling in the Catterick area. A sample of local schools are described below:

	Wavell Community Infant's & Nursery	Wavell Community Junior	Carnagill CP	Le Cateau CP	Hipswell CE Primary	Colburn CP
Distance from proposed school, in miles by road	1.2	1.2	1.7	0.7	0.7	1.2
Most recent Ofsted rating and date	19 TH June 2013 - Good	4 TH June 2014 - Good	17 TH July 2014 – Good	2 ND Oct 2012 – Good	17 TH December 2013 – Good	10 TH June 2015 – Requires Improvement
% of pupils eligible for free school meals	2.5%	19%	4.1%	5.1%	1.1%	20.4%
% of pupils with English not as first language	16.7%	15.6%	5.5%	16.7%	3.9%	5.3%
% of pupils with SEN statement of EHC plan	1.1%	0.9%	0.9%	0.4%	2.2%	0.0%
percentage achieving Level 4 or above in Reading, Writing and	N/a	60%	64%	77%	81%	60%

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

Maths (single percentage figure)						
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The most significant features of these communities are the very high levels military families of white working class background, and it is a priority for an effective curriculum that it accounts for both the strengths and vulnerabilities of this group. We also recognise the needs of the ethnic minority groups that compose between 10 and 15% of the school population as we try to balance a curriculum accordingly. HMAT has experience of running successful schools with a targeted curriculum accommodating similar needs in Darlington, and we are aware of the general features of a mobile population and those with English as a second language. In the context of Catterick we want to pay attention to some specifics of need:

Children of military families are subject to operational exercise and deployment of their parents. They can essentially be young carers, instructed by the departed parent to be the 'man/woman of the house while I'm away.' They will also be subject to mental health and social & emotional tension as they become aware of the possibility of the parent returning injured or not returning at all.

These children are also subject to high non-negotiable mobility as parents are moved on through promotions (so-called 'trickle postings') and entire units re-locating for training that may last months and years.

Another significant factor reported by military families and those who work with them is the need amongst those left behind to maintain compliance and coping behaviours for fear of letting the family down, possibly affecting future career prospects.

The minority groups have very different needs that are more widely articulated in similar demographic communities up and down the country. We are concerned that these groups are not neglected in any focus on the military families.

These factors are not strange to the existing schools serving the Catterick community, and there is much that Cambrai can learn about successful management of these needs by taking the best of the curriculum programmes offered by existing schools in the area. These schools know all about pupil mobility ranging from 20-100% (up to half of any year group) and the impact of a cohort mid-way through the school year who have covered a different curriculum, or the same curriculum in a different order. They will also be aware of the challenges of presenting a coherent picture of cultural Britishness to populations in the same school with very different experiences of otherness and different conceptions of national priorities.

As well as looking to exemplars of good practice from existing provision (something that will follow the establishment of trust and co-operation in the process of setting up a free school), HMAT is looking to its own experience in providing a high-quality curriculum to children with needs arising from their high mobility, lack of community roots and long periods of absence for one or other parent. We know about how to run schools with exceptionally high proportions of children with attachment difficulties and

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

low attainment, and we have significant experience in harnessing the opportunities presented by these communities and meeting the challenges they present.

One of our schools, Northwood Primary is outlined below.

Figure A: Key Curriculum Delivery at Northwood Primary School.

Northwood Primary is larger than the average-sized primary school, with a school roll of 428.

48% of children are eligible for free school meals

6% of pupils have English as a second language

10% of children are on the SEND register

14% of children are classed as transient – rising to 25% in Y5/6.

Northwood is a different school serving a different community to the planned school in Catterick, but the similarities seems obvious: The school hosts specialist resourced provision for pupils with speech, language and communication difficulties. There are currently nine pupils who attend this provision.

The proportion of pupils eligible for support through the pupil premium is well above the national average.

The pupil premium is additional government funding to support those pupils who are known to be eligible

for free school meals and those who are looked after by the local authority.

The proportion of disabled pupils and those who have special educational needs is much higher than the

national average. The large majority of pupils are of White British heritage. The remaining pupils are from a range of minority ethnic backgrounds. The number of pupils who speak English as an additional language is average.

The school caters for a significant proportion of the Darlington's traveller population

The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Provision in the early years is part time in Nursery and full time in Reception.

The school has a breakfast club each day for pupils.

Children are provided with a wide curriculum that aims to develop each child's full potential and to achieve the highest possible standards. At Northwood we believe that every child is capable of excelling at something and doing something 'special'. This could be in academic subjects, creative subjects or through sport. The school aims to develop an ethos that includes the development of good social and moral

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

behaviour, as well as academic achievement. Basic skills are given a high priority and we encourage children to work hard and take the opportunities we offer.

We believe that children learn through experience and organise a range of visits for each year group that complement the teaching and learning that occurs at Northwood.

The achievement of pupils in Key Stage 1 and of children in the early years has improved noticeably over the past two years through better teaching. Early Years provision is good.

Pupils who are disabled, have special educational needs or who speak English as an additional language, make good progress.

The school provides a safe, calm and welcoming environment for pupils from a wide range of cultural backgrounds. Pupils behave well and work and play together in an atmosphere of tolerance and respect.

Pupils attending the speech and language unit achieve well. Pupils thrive in a highly positive learning environment.

Pupils achieve very well in a range of sporting activities.

D.1.2 Curriculum Delivery: meeting the needs of the pupil demographic in Catterick

In order to ensure that all children are able to benefit from our educational model, we are proposing to enhance the delivery of the core curriculum in a number of ways. These enhancements have been informed by our experience with transient communities attending Northwood Primary School in Darlington, as well as successful programmes and practice in other HMAT schools. These enhancements make a significant difference in existing HMAT practice and we anticipate that they will translate into outstanding practice at Cambrai Community Primary. Below we set out the principles that will underpin the curriculum and its delivery at Cambrai Community Primary School. As explained, these principles are derived from the distillation of successful practice and experience in schools across the trust and learning from schools which deliver excellent outcomes for pupils in areas similar to Cambrai (see above).

Aspirations: The curriculum is planned to enable the school to deliver its vision to provide a high quality education for every child, to meet individual needs and enable rapid progress. It is designed to inspire a love of learning and to foster a spirit of enquiry. Ultimately it is our aspiration that Cambrai pupils are equipped to respond intelligently, creatively and wisely to the issues and challenges of the 21st Century.

More immediately, the aspiration is that by the time pupils reach Year 6 they are well prepared to succeed in National Key Stage 2 tests and continue their learning journey at secondary school.

The Cambrai curriculum mirrors the National Curriculum, although there are a number of features that make it distinctive and these and the rationale for including them are set out below.

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

Literacy and Numeracy: There will be a deliberate and strong emphasis on literacy, speaking, reading and writing, and numeracy as the bedrocks of learning.

To enable focused teaching, strong positive modelling from adults and the meeting of individual need, class sizes will be reduced for literacy lessons, with elements of teaching by stage not age and rapid intervention by trained teachers for any children whose progress falls below expected levels.

In the local context, the aspiration for children to be attaining at above-national levels in English by Year 6 is very challenging yet a firm priority for the school and, through the measures outlined throughout this Education Plan, deliverable.

Locally-rooted: The vision for Cambrai School is as a school which is rooted in its local community, tapping into a wide array of local resources for the benefit of Cambrai pupils but with wider benefits for community cohesion and parental engagement. By learning about the culture and history of their community children will learn about taking responsibility for their community and the environment with important lessons for active citizenship. Engagement whenever there is a clear curricular link will provide meaningful interactions and enable children to develop a strong sense of their own individual identity. For some families where parents are poorly educated or do not value education especially highly, a locally rooted school helps to develop engagement and to illustrate the relevance of the education on offer.

The location of the school next to a small area of woodland will lend itself to outdoor learning. It is anticipated that the inclusion of opportunities for comprehensive study of the local environment and environmental issues will increase a sense of responsibility for the future health of our planet and those who live on it and equip children to understand, engage with and respond to the challenges of the 21st Century.

Cross-Curricular Themes: Opportunities will be taken to teach the whole range of National Curriculum subjects in a creative cross-curricular way to provide opportunities for meaningful learning and to help children to join up their learning. The local and environmental opportunities outlined above are examples of topical areas of study which will cross subject boundaries. Topical study will not be at the detriment of rigour in planning and assessment. Cross-curricular opportunities will be carefully planned to ensure there are specific learning objectives for each module of study and to ensure that the overall intended subject balance is maintained.

The intention behind including cross-curricular themes in the curriculum lies in the desire to provide a relevant education, helping children to understand the links between subject areas, making learning meaningful and providing opportunities for the application English and maths across the curriculum.

Enquiry: Fostering a spirit of enquiry through high quality, innovative teaching that gives children a thirst for learning. Teachers will ask thought-provoking and

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

challenging questions and provide carefully structured opportunities for child-led exploration, especially in the early years. Many of our pupils will have families who were not educated in the UK themselves. This exploratory approach to education is much less common through Asia and Africa so we will offer regular workshops to share our approach and show parents how they can support their children's learning, offered through the after-school enrichment programme alongside other opportunities for adults to develop their own skills.

Teaching Methods: In order to be successful in their learning children will be taught in a variety of ways. Some teaching will use formal methods including subject delivery, explanations, questioning and using ICT wherever it is relevant.

Children are active learners and we will always seek opportunities to deliver practical lessons to engage all the children and stretch their imaginations, creativity and the real-world application. Children will be presented with real problems and issues so that they are engaged in learning and it becomes fun and accessible and stimulates enquiry.

With the exception of literacy, children will be taught in their class groups.

Differentiation: Careful differentiation within a mixed ability class ensures that all children are able to make progress in each lesson to enable the school to deliver its vision of high academic standards. Activities will be appropriate to children's abilities and include extension and additional support as a part of teacher's daily planning.

Flexibility in the curriculum will allow any extension or deepening of knowledge to be undertaken so that children are not subject to repetition nor are they subject to gaps which may hamper long term development. The most able children will be extended through deeper learning of the concept that the class is studying rather than by acceleration through the curriculum.

Questioning: The careful asking of questions can provide challenge to learners at a wide range of levels within one class and during one lesson. Teachers will be expected to use questions to provoke thought and reflection, to ensure that those who are working at the lower levels develop a secure understanding of concepts and that pupils working at the highest levels are constantly challenged to think more deeply or laterally. As the staff team develops it is anticipated that this area will be regularly revisited in INSET sessions and included in peer and performance management observation schedules.

Teachers will also be expected to ensure that all children are engaged during questioning, explanations and plenary sessions. For example, the use of talk partners, individual whiteboards and number or letter fans enables every child to engage with each question.

Pathways: As is clear from the vision and aspirations, it is our intention to ensure every child is well prepared for success in National tests at KS2. In that sense, every child will follow the same pathway. It will not be accepted that children of differing abilities, or who arrive at school with different levels of spoken English or different

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

pre-school experiences should follow different pathways with limited outcomes. Every child will have access to the full curriculum and every opportunity to succeed.

The only exception to this pattern would be for a child with a significant special educational need related to a specific or global cognitive delay and where professional advice indicated the child's needs would be better met through following a different pathway. In this situation the Inclusion Coordinator would work with the relevant professionals and the Class teacher to draw up an individual programme for the child, to include as much learning with peers as possible. The pupil would still be set ambitious targets and progress would still be carefully monitored, with regular reviews especially if planned interventions were not achieving the intended outcomes.

Progress: Having established that the curriculum pathway for every child will usually be the same and that every child will have access to the full curriculum it is important to note that every child will have different strengths and weaknesses and be working at different levels, so the curriculum must be responsive and flexible to meet individual need.

Rigorous monitoring and tracking is important with regular half termly reviews and further strategies implemented where necessary for any child not making expected levels of progress. If a pupil has not made the anticipated good progress in one or more subject areas the class teacher, with support from the Inclusion coordinator or Headteacher if appropriate, will give consideration to the possible reasons and, depending on the circumstances, decide upon and implement additional strategies, liaising with parents at the earliest stage.

It is important to note that a pupil working at any level may make slow progress for a range of reasons. An able child will make slow progress if the work is not sufficiently challenging. A child new to English could be of any ability but will make slow progress across the whole curriculum if they do not understand the lessons. Needs should be considered for any child whose progress is slow, with the possibility of additional interventions, not just children whose attainments are low.

Pupils' progress in the core subjects will be benchmarked against school, local and national data by the senior leadership team. Cross-curricular and practical modules will always have clear expectations and planned measurable outcomes so that progress can be accurately monitored in all areas.

As children develop in maturity they will be encouraged to be aware of their own progress and learning targets. All staff, including education support staff, specialist teachers and teachers who provide regular PPA cover for a class teacher, will give careful feedback that enables children to be increasingly responsible for their own learning. A whole school policy to ensure consistency will be important for this to be implemented effectively.

ICT will be used to support data management and, in particular, tracking of progress to enable staff to carefully monitor the progress of individual children and groups of

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

children. Administrative staff will be expected to support class teachers in making the best use of the school Management Information System.

Planning: Long-term planning will be cyclical so that teachers have the opportunity to develop and extend their work rather than rebuilding from scratch each year. Planning will be responsive to pupil needs seen as part of an important cycle along with assessment and monitoring.

Outcomes: We do not accept that there is a ceiling for the attainment of children from deprived backgrounds or for those who have limited experience of the English language before they start school. We consider that the curriculum and approach to teaching and learning set out here will enable all our children to meet National targets at KS2, with significant numbers of children exceeding them.

We also consider that our approach will help children to develop as inspired learners who set high standards for themselves and who are equipped with a range of learning skills and positive attitudes that will prepare them well for secondary school and life.

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

Heathfield Multi Academy Trust utilises an in-house data tracking system which is based upon a '9 point' principle. This assesses pupils against their end of year expectations and provides outcomes on a 9 point scale as follows:

Point	
1	Working Towards
2	
3	
4	At
5	
6	
7	Greater Depth
8	
9	

The 3 attainment bands of 'Working Towards', 'At' and 'Greater Depth' are further broken down into 9 points on the scale, with points 1-3 being assessed as 'Working Towards' the national expectation, points 4-6 as working 'At', and points 7-9 as working at 'Greater Depth'.

D2 – measuring pupil performance effectively and setting challenging targets

The system has been designed in direct correlation with the Primary National Curriculum. Pupils are assessed against a set of National Curriculum objectives which have been agreed upon by senior leadership of all the schools within the Trust. Each year group has 25 statements directly linked to their National Curriculum end of year objectives in Reading, Writing and Maths. Each set of 25 also includes 5 KPI statements which highlight the key skills and areas of the curriculum for that year group. In order to be working 'At' the national expectation, children must achieve at least 19 of the 25 statements (>75%), which must include at least 4 out of the 5 KPI statements. Using KPIs in the assessment helps to ensure no significant gaps in pupil knowledge develop.

The attainment of individual statements is assessed on a scale. Teachers can choose to mark a pupil against an objective as:

.	Partly Achieved
\	Mostly Achieved
X	Fully Achieved
G	Achieved at Greater Depth

This gradation of attainment allows for an enhanced measure of progress, which is particularly significant for more extensive curriculum statements which may not be fully achieved until later in the academic year.

Pupil Performance targets

Using previous 9 point attainment data, external assessment data and other Teacher Assessments, schools within the trust are able to accurately establish challenging and realistic targets for pupils. Due to the breakdown of 'Working Towards', 'At' and 'Greater Depth' attainment bands within the 9 point scale allows for more tailored and accurate performance targets for pupils, e.g. a pupil who was deemed to be a point 6 (high working 'At') at the end of Year 2, would be expected to attain the same or better outcome at the end of Year 3 (At least point 6).

Schools within the Trust ensure expectations are consistently high, establishing realistic targets which challenge pupils according to their historic levels of progress and attainment.

Review of progress and attainment measures

Using our in-house assessment tracking system allows us to measure progress and attainment in a variety of ways.

- Progress and attainment against national expectation:
 - Using an 'Achievement Score' metric, we assess pupil progress and attainment in relation to working at the national expectation (point 4 on the scale). The 'Achievement Score' metric not only looks at statements which have been fully achieved, but also takes into account pupil progress within

D2 – measuring pupil performance effectively and setting challenging targets

statements (i.e. statements which have been partly or mostly achieved). Using this metric allows for a more granular analysis of pupil progress towards the end of year expectation.

- Progress and attainment against individual pupil target:
 - Using the approach as outlined above, pupil progress and attainment is also measured against their individual targets.
- Progress and attainment segmentation:
 - Data analysis is performed across all levels within the Trust (Whole Trust, Whole School, Key Stage, Pupil Segments, Year Groups, Classes, and Individual Pupils). Analysis also reviews progress and attainment in relation to overall end of year expectations in Reading, Writing, Maths and RWM combined across all levels.

Monitoring Schedule

Teachers regularly review and assess pupil performance against the set criteria on a day-to-day basis. For data analysis purposes, the system is updated every half term so as to provide an in depth analysis of progress and attainment at regular intervals throughout the year.

SLT reviews data capture and analysis each half term, providing an 'early warning system' for any Key Stage, Year Group, Pupil Segment, class, or individual child who may be off track to achieve the national expectation as well as their individual targets

Assessment and the effectiveness of Teaching and Learning

The tracking system in place at Heathfield Multi Academy Trust provides in-depth analysis to Senior Leadership within the Trust and its member schools, as well as valuable data analysis and information at a classroom level to improve the effectiveness and impact of Teaching and Learning.

- Gap Analysis:
 - Tracking provides clear gap analysis at all levels: i.e. from a Trust wide level whereby areas for improvement/strengths can be highlighted between schools, to Teacher level gap analysis whereby staff can review key strengths/areas for improvement within their class and highlight areas of the curriculum which need to be focussed on with which specific children.
- Planning and Teaching:
 - Data tracking is used regularly to inform teaching to address specific gaps in pupil knowledge which has been highlighted through data analysis.
- Intervention and supplementary learning:

D2 – measuring pupil performance effectively and setting challenging targets

- Using curriculum statements within the tracking systems ensures that concrete information is provided for intervention and additional learning to make the most impact on pupil progress and achievement.

Moderation and Collaboration

➤ Cross school moderation

As part of the Trust, member schools are involved in regular and extensive moderation to ensure the consistent approach to target setting and teacher assessment. This moderation is in the form of cross school moderation meetings whereby teachers working within the same year group meet at one of the member schools, headed by a member of the Senior Leadership Team. This also provides a vital opportunity for staff across the Trust to share best practice and work collaboratively to achieve the expected standards.

➤ External validation and moderation framework

As well as comprehensive internal moderation, Heathfield Multi Academy Trust also incorporates external moderation and validation into their accountability framework.

The core of the external validation is in the form of Termly visits from accredited independent advisors, who have previously worked as HMI and Ofsted inspectors.

Termly visits are planned and developed in partnership with Trust Senior Leadership in order to review a range of school improvement areas (Teaching and Learning, Pupil progress and attainment outcomes etc.) Independent Advisors provide in depth reviews from school visits, which are followed up with targeted development days within the Trust schools if appropriate.

Supplementary external validation is also carried out within the Trust through Independent Advisor partnerships, which may involve carrying out independent school reviews and inspections.

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

The organogram below provides the proposed staffing model for the school in a steady state:

Cambrai Community primary School –
Staffing Structure at steady state – 420 pupils



The table below provides a year by year plan to move to this steady state.

Cambrai Community Primary School - Staffing Model for Teachers and Teaching Assistants				
		2018/19	2019/2020	2020/2021
		Year 1	Year 2	Year 3
Nursery		45	52	52
Reception		30	45	60
Key Stage 1		60	90	120
Key Stage 2		120	180	240
Total		255	367	472
No of Classes		8.50	12.23	15.73
		FTE	FTE	FTE
Head Teacher		1.0	1.0	1.0
Deputy Head Teacher		1.0	1.0	1.0

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

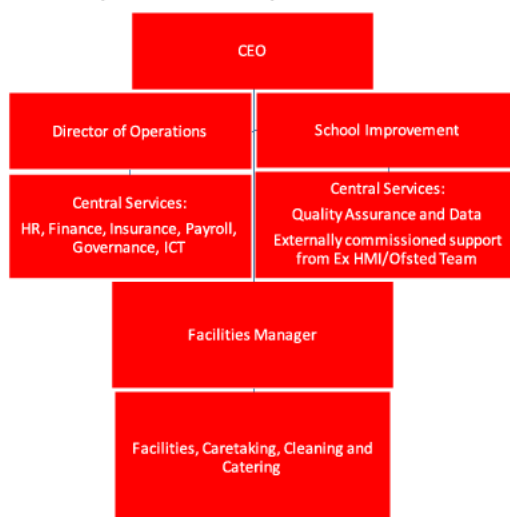
TLR		2.0	3.0	3.0
Teachers		7.0	10.0	13.0
PPA and Leadership		0.6	1.1	1.4
		11.6	16.1	19.4
Teacher/Pupil Ratio excl. HT		22.0	22.8	24.3
Teaching contact - assumes non-teaching HT				
TLR	1	0.8	0.8	0.8
TLR	2	0.8	0.8	0.8
Teacher	3	0.9	0.9	0.9
Teacher	4	0.9	0.9	0.9
Teacher	5	0.9	0.9	0.9
Teacher	6	0.9	0.9	0.9
Teacher	7	0.9	0.9	0.9
Teacher	8	0.9	0.9	0.9
Teacher	9	0.9	0.9	0.9
TLR	10		0.8	0.8
Teacher	11		0.9	0.9
Teacher	12		0.9	0.9
Teacher	13		0.9	0.9
Teacher	14			0.9
Teacher	15			0.9
Teacher	16			0.9
PPA - Deputy Head	17	0.5	0.5	0.5
PPA - Teacher	18	0.4	0.8	1.0
Leadership Time	19	0.2	0.3	0.4
		9.0	13.0	16.0
Teaching Assistants - assumes 1 per class				
HLTA		2.0	2.0	3.0
Level 2		7.0	11.0	13.0

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

		9.0	13.0	16.0
T/A/Pupil Ratio		28.3	28.2	29.5

The CEO for the Trust will line manage the Headteacher and hold them accountable for the performance of the school. In addition, the Trust provides a range of central services outlined in the following organogram:

**Cambrai Community primary School –
Central Services provided by Heathfield Academy Trust**



Contingency Plans

In the event that the pupil numbers projected do not fully materialize, we have undertaken a sensitivity analysis that would allow us to adjust staffing plans to reduce costs in line with a reduction in income, but allow us to continue to deliver on our vision and ensure high quality provision:

- The Headteacher would carry a teaching commitment which would allow us to cover some PPA.
- The Deputy Headteacher’s teaching commitment could be increased from [REDACTED]
- Reduction of one TLR holder and instead for the Deputy Headteacher to undertake SENDCO role.
- Reduce the number of teaching assistants and share across year groups as follows:

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

- Years 1 and 2
- Years 3 and 4
- Years 4 and 5

A full time TA would remain in Reception and Year 6

The above model would reduce TA requirements by up to [REDACTED]

- Appoint 2 rather than 3 HLTAs

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

Cambrai Community Primary School will be a non-selective and inclusive school. It will cater for students of all levels and abilities, having a range of emotional and social needs and being of all faiths and none. The Heathfield Multi-Academy Trust believes in providing a broad and balanced, academically focused curriculum in which inclusive practices enable access for all students and is committed to providing an inclusive education for its students. The Trust's approach to inclusion, admission and tolerance is founded on the ethos of the 'Whole Child, Whole Curriculum, Whole School' approach that underpins our education practice and the model for Cambrai.

D4.1 The Whole Child:

The Trust's vision is for schools where children are supported educationally, socially and practically to achieve their highest potential in school and life. We are determined to become the Trust that makes the biggest difference to the whole child, all our staff and the local community, and through this vision we intend for our young people to be equipped to take their place in society as valued, economically viable and responsible citizens. Our children will leave our Schools empowered as independent, co-operative, innovative and motivated pupils with the skills for and love of learning for life, and having the complete skills to integrate and contribute to a diverse British society.

Through this model, and our commitment to the spiritual, moral, social and cultural development of the child the Trust will establish a positive ethos based on the development of key skills and values for life at Cambrai. The Trust understands moral development to be about helping pupils to build a framework of moral values which

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

regulates their personal behaviour, developing an understanding of society's shared and agreed values. At Cambrai Community Primary School we will be committed to developing children who are becoming morally aware and developing some or all of the following characteristics:

- an ability to distinguish right from wrong;
- an ability to think through the consequences of their own and others actions;
- a willingness to express their views on ethical issues and personal values;
- a respect for others' needs, interests and feelings as well as their own;
- participation in charity fundraising or other such behaviour.

Social and emotional development is a core part of the education to be offered by Cambrai, and aims to ensure children are adjusting appropriately and sensitively to a range of social contexts and experiences. Our expectation for children at Cambrai is that they are able to relate well to their peers and adults, and we will help them by

- encouraging children to work and learn co-operatively;
- encouraging children to develop their skills of empathy and tolerance;
- encouraging children to recognise and respect differences and similarities;
- providing opportunities for children to exercise leadership (such as through school council programmes) and responsibility across year groups and the school;
- providing positive and effective links with the world of work and the wider community;
- encouraging inter-generational links and work.

D4.2 The Whole Curriculum

Our curriculum will help pupils develop a sophisticated understanding of the world in which they live. It starts with an emphasis on the rapid development of the *core skills* of literacy and Maths, which enable children to access the curriculum. The academic curriculum will be infused with opportunities for children to develop their *learning strategies*. This will include a discrete weekly lesson that teaches children explicitly about learning to learn, giving them and their teachers the knowledge, language, moral exemplars, practices and experiences to help them continue strengthening the strategies in their own lives. We will provide regular opportunities for pupils to develop their intellectual *curiosity* by applying their skills and knowledge to projects that involve either adventure learning in the outdoors or providing a service to other people in the community.

D4.2.1 Spiritual, Moral, Social and Cultural Education at Cambrai

The importance of students' SMSC development is widely recognised in the Trust as an integral part of the current Ofsted framework, playing an essential and significant part in students' education. Activities within the Trust are consciously planned to contribute to students' SMSC development, such as in assemblies, acts of worship, curriculum programmes and lessons in PSHE, citizenship and life skills. Contributions to the SMSC programme can be found across the entire curriculum, enrichment programme and in extra-curricular activities.

The Trust and Cambrai Community Primary School will promote SMSC through:

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

- assemblies and collective acts of worship;
- the Personal, Social, Health and education (PSHE) curriculum;
- curricular activities and events;
- maintaining positive relationships with parents / carers and the wider community;
- the learning and teaching environment;
- inclusion;
- displays;
- fundraising for charity;
- School council programmes;
- a wide range of visits and visitors;
- the induction and transition procedures for students;
- various aspects of our enrichment and extra-curricular programmes.

This list is indicative not exhaustive.

The Trust believes that assemblies are fundamental in promoting the ethos of the Trust and will work in Cambrai Community Primary to provide children with an opportunity for collective reflection and the consideration of spiritual, moral, social and cultural (SMSC) issues. The assembly programme of the Trust supports and strengthens our vision and ethos. We value this special time in the school day for the space it gives our children to begin to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

The Trust understands that it is a legal requirement to have collective worship in schools, set out in the School Standards and Frameworks Act 1998 that states “each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship”. These acts of worship must be “wholly or mainly of a broadly Christian character” for the majority of the time. They must also be “appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils”.

Through an assemblies programme, Cambrai community Primary will aim to provide a caring and supportive environment for students to:

- Become increasingly aware of themselves as individuals and groups within the school, local regional, national and international communities;
- Grow in understanding of the feelings of the other people in every-day situations and beliefs;
- Explore the language which people use to express their feelings;
- Deepen their sense of awe and wonder about the world around them;
- Grow in confidence when making a presentation to the group or whole school;
- Respond freely to religious and / or spiritual stimulus;
- Acknowledge diversity and equality and affirm each person’s life stance;
- Develop an understanding of our own characters, strengths and weaknesses;
- Develop self-respect and self-discipline;
- Clarify the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived;
- Encourage us to strive, throughout life, for knowledge, wisdom and understanding;

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

'Spiritual' is not synonymous with 'religious' but the Trust recognises that some students will express their spiritual awareness in religious terms and in this attitude of respect, Cambrai Free School will attempt to foster students' spirituality by giving opportunities to explore values and beliefs including religious beliefs and the way in which they affect people's lives, enabling students to develop a set of values, principles and beliefs based on a diversity of outlook. At Cambrai we will also be encouraging pupils to explore and develop what animates and inspires themselves and others with the opportunity to express innermost thought and feelings: exercising imagination, inspiration, intuition and insight through art, music, literature and crafts.

The Trust and Cambrai Community Primary Schools will encourage children's cultural development by:

- providing opportunities for students to explore their own cultural values;
- addressing discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality;
- recognising and nurturing particular abilities, gifts and talents;
- providing opportunities for students to participate in cultural events;
- developing partnerships with outside agencies and individuals to extend students' cultural awareness and awareness of diversity.

Through the Trust's SMSC Policy, Cambrai Community Primary will aim to develop an understanding of British values by:

- helping children to develop their self-knowledge, self-esteem and self-confidence;
- helping children to distinguish right from wrong and to respect the civil and criminal law of England;
- helping children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- helping children to acquire a broad general knowledge of and respect for public institutions and services in England;
- furthering attitudes of tolerance and harmony between different cultural traditions by helping children to acquire an appreciation of and respect for their own and other cultures;
- helping children to respect other people; and
- encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

In developing these practices the Trust is guided by the following description of the understanding and knowledge expected of students as a result of schools promoting fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

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

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

D4.3 The Whole School

The Trust's beliefs and goals are encapsulated in an Inclusion Policy and an Accessibility Plan that lay out clearly the way that Cambrai Free School will be expected to operate with regard to inclusive practice. Like all trust schools, at Cambrai Primary inclusion will be part of a much larger picture than just placement in regular classes. Inclusion is about having access without prejudice, but it is also about being welcomed and embraced as a member who belongs to our diverse community. We believe that the objective of inclusion is achieved only when a student is participating in the activities of the school and their classes with the support they need to achieve to their highest potential.

The Trust believes in a learning environment where every student can participate and achieve irrespective of their barriers. The Trust and its Free School are committed to empower students to overcome such barriers and reach their full potential. We promote independence in every learner by encouraging them to take ownership of their learning. All of our work is underpinned by our strong pastoral and enrichment systems. Our classteachers are the main people that guide, support and care for every child in our schools and in order to promote and ensure inclusion, all our outstanding teachers have been recruited with inclusion in mind. They have applied to work with us because of our inclusive ethos and have extensive experience in inclusion in state education. The commitment of each and every staff member to inclusion has been rigorously tested at interview. We have provided more Professional Development Days for our staff than would normally be expected (10 instead of 5). This is purposely designed to ensure the necessary time for the training of our staff to meet the specific needs of the students in our school. As part of a wider Trust, Cambrai Free School staff will set up links between schools to share the experience, expertise and good practice of our staff and to tap into qualifications across our network for the benefit of our students. On a day-to-day basis, staff are aware of our clear expectations related to inclusion. Teaching and inclusion staff are expected to make the necessary adaptations to learning resources and materials and/or the objectives of the activities for each individual student in order to ensure appropriate progress and the achievement of all individual, social and academic goals. This expectation is so important it forms a central strand of the job descriptions of staff.

The Trust works with parents and carers to develop a holistic approach to supporting individual needs. Through establishing a culture of inclusion and diversity, we aim to ensure each student feels a sense of belonging and self-worth. High expectations are set for all students relevant to their personal starting points. The Trust will use PEPs (Personal Education Plans) at Cambrai as a means of ensuring every student is

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

included in their education. In this PEP, any special arrangements to meet the needs of students are clearly laid out.

Section E – evidence of need

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

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

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

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

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

The DfE assessment criterion for Section E states that our proposal must demonstrate that it meets one of six criteria. Our bid focuses on demonstrating that it meets this criterion: “*A need for more school places*”.

It will show that without expansion of provision, there is predicted to be a shortfall of around *circa* 730 primary places on the Catterick Garrison.

It will also show that, even with the proposed expansion of existing schools and the new two form entry primary school we propose, there will still be a shortfall of over 100 primary spaces.

Background

The MoD is proposing to build 315 additional service families homes (SFA) by 2019 on sites mainly in the Le Cateau School catchment area at Catterick Garrison (see plan at Appendix 1). MOD and its consultants have had meetings with North Yorkshire County Council officers from Children and Young People’s Service, the

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

Highways Authority and Richmondshire District Council. This proposal will accelerate the demand for primary school places at the Garrison and, raises a number of pressing issues for both authorities.

Rebasing

Three factors have had, and continue to have, a significant impact on schools within the Catterick Garrison area, particularly primary schools. The first was the British Army's rebasing plan which involved the drawdown of troops primarily from Germany. The drawdown of troops from the Hohne area and elsewhere required a net increase of circa 230 primary school places for September 2015. The rebasing has, therefore, significantly reduced surplus primary places on the Garrison, to the equivalent of a single form primary school.

Although some elements of the estimated impact of troop movement on the primary school population proved accurate this was not universally the case. Movements out of the area associated with some units was lower than anticipated and inward movements larger than expected. Whilst the bulk of the move has now taken place schools are indicating that service children are continuing to arrive in-year.

Initially the army suggested that there would be limited or no net gain in pupils. By July 2015 it was anticipated that the army drawdown would result in an increased demand for primary school places in the region of 125 places by 2016/17. Following the drawdown, an evaluation undertaken in September 2015 with schools showed that there are now an additional 230 primary aged children in schools in the Catterick area.

The increased population is skewed towards the younger age group creating a greater impact on early years and infant places than on secondary places. There are smaller scale movements anticipated during 2016 which will have a further, albeit more limited, impact on primary numbers.

This net increase in pupils has accelerated the rate at which the remaining surplus places in the area will be absorbed and bring forward the point at which additional places will be needed.

Richmondshire's Local Plan

The second factor is the Richmondshire Local Development Plan which promotes Catterick Garrison as one of its two Principal Service Centres and as a hub for new housing in Richmondshire. While overall distribution of housing aims to support the main settlements, the Plan does not evenly split the housing allocations for its two Principal Service Centres. Richmond is allocated 7% of the Plan's housing, while Catterick Garrison is allocated over 60%. Some of the housing within the Local Development Plan is already being built out (e.g. Colburndale).

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

The Richmondshire Local Plan proposes to concentrate the majority of new housing in the District in the Catterick area with a target of 1900 additional homes, mostly within the Le Cateau catchment area. Colburn Town Council has expressed concern about the impact on the school and has asked for a review of the catchment area. The education authority sought views in January 2016 from local stakeholders and the wider community on the future pattern of provision. Their report is attached at Appendix 2.

The situation is made more difficult by the absence of an up to date MOD Catterick Garrison Long Term Development Plan, since the overall direction of growth in Catterick Garrison is dependent to a large extent on decisions affecting the military estate. The relevant MoD decision makers have indicated that, in addition to the Richmondshire Plan, there will be increased release of land for private and service family accommodation – both required by military families –from the defence estate. This is important because most existing school buildings in Catterick Garrison are built on the defence estate and are affected by decisions concerning its use.

Service Families Accommodation

Overlaid on this significant reduction of surplus spaces due to the drawdown and the need to increase primary school places for the circa 1,900 Catterick houses proposed by Richmondshire's Local Development Plan, there is the further pressure on places generated by the Defence Infrastructure Organisation's intention to build 315 Service Families Accommodation within Le Cateau Primary School's catchment area. The net impact of these three factors could ultimately be a shortfall of circa 730 primary school places. A conservative estimate of the capital cost of providing these additional places is circa £10.5M.

North Yorkshire County Council's research, based on census and other data, has forecast a greater impact on Le Cateau Primary School from the Service Families Accommodation than they would expect and normally forecast from stock new housing. SFA is occupied by personnel with young families and requires about 4 times more school places than open market housing (2011 Census). It is therefore estimated that each home will require one additional school place. The age of children in military families is skewed to primary ages and younger because of the age of military personnel. Turnover in military personnel will maintain the size and age of this population.

The normal North Yorkshire yield would be 1 primary age (4-10) pupil per 4 dwellings of 2 or more bedrooms (25%) and 1 secondary age (11-16) pupil per (approx.) This would yield 79 primary age pupils and 41 secondary age pupils.

Their calculations for an uplifted forecast (supported by information provided by Wiltshire CC on the way they calculate requirements for service family properties)

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

support a higher yield. The yield for the Catterick garrison proposal based on this methodology is 300 primary pupils

The MoD proposal envisages these homes being built by 2019, subject to funding, leaving little time to deliver additional places. The net increase in pupils will accelerate the rate at which the remaining surplus places in the area will be absorbed and bring forward the point at which additional places will be needed.

CYPS [REDACTED] are in discussion with the MOD [REDACTED] with a view to securing a significant developer contribution towards additional primary places. Community Infrastructure Levy (CIL) regulations limit the potential of S106 contributions and, depending on timing, may exclude this source altogether.

Forecast Information

Annex 3 shows the impact of these three factors on school places in a spreadsheet format while Annex 4 shows their impact on a graph. Appendix 3 also breaks down the impact on places of existing permissions, local plan and SFA.

It can be seen from Annex 3 that, in addition to natural growth, the 669 outstanding permissions for houses would generate the need for a further 169 primary places and a shortfall of -264 places. The spreadsheet also shows that the remaining 1,303 houses in the Local Plan would generate the need for a further 325 primary places and a shortfall of – 438 spaces. Finally, it shows that the 315 Service Families Accommodation would generate the need for a further 300 primary school places. Taking these factors together, the spreadsheet forecasts a shortfall of -738 spaces.

NYCC SCAP 2015 Return Underestimates

The DfE's document entitled [Transparency data: Free school applications: assessing the need for more schools](#) explains what data the DfE use for assessing Free School applications and makes reference to the fact that they will assess the bid against 2015 SCAP data submitted by the Local Authority. With this piece of information in mind it is worth noting that NYCC's 2015 SCAP return does not over inflate the basic need position in Catterick. To the contrary, it underestimates Catterick's basic need position, due to both the Service Families Accommodation not being known at the time of the submission and further housing permissions being granted.

The Basic Need Allocation for 2018/19 showed that as a result of the SCAP submission for 2015 there would be an aggregated shortfall of 199 places for the Catterick Garrison locality area in 2019/20. However, the forecast pupil numbers submitted in the 2015 SCAP were a conservative estimate since they did not include any pupil yield from planning permissions subsequently granted for 170 Military and 32 open market properties. There are also several planning applications which are currently pending determination which would also significantly impact on pupil

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

numbers within this locality area.

At the time of working up a response to the three impacts on school places in Catterick, an opportunity emerged to acquire the site [REDACTED] at Catterick which has the potential for conversion to school use.

Initially, North Yorkshire County Council engaged in negotiations to purchase the [REDACTED]. However, this task has now passed to the Department for Education. The Schools Funding Agency are currently in the process of purchasing the site speculatively on behalf of the Department for Education.

Recommendations

Following the consultation by North Yorkshire County Council, a range of short and longer term options have been agreed to provide the necessary places.

- Expansion of Le Cateau Primary School, to accommodate some of the SFA proposed in its catchment area
- Expanding Hipswell Primary School by one additional classroom
- Expansion of Colburn Community Primary School by three classrooms
- Conversion of the Darlington College Catterick Campus building into a new two form-entry primary school.
- In the longer term, to secure further education land, to the south of Colburn, for a further new primary school associated with major housing developments proposed in that area.

“A Need for More School Places”

The above shows the need for more school places in the Catterick area and the proposed response to providing those spaces, including a new two form entry school on the [REDACTED]. This is supported by the forecast information provided at Annex 3 and Annex 4.

The graph at Annex 4 shows the increased capacity proposed by these recommendations. It shows the current capacity across the schools (red line). It shows the additional capacity to be built in to existing schools by the recommendations above the highest line. It shows the additional capacity if a one form entry school is added, and also if a two-form entry primary school is added.

The graph at Annex 4 also shows the natural growth (purple line) hitting these capacities. It shows lines for just outstanding permissions, for local plan and

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

outstanding permissions, and for these plus the service families accommodation. The graph demonstrates the need for additional places beyond two form entry.

Please tick to confirm that you have provided evidence as annexes:

**E2 – successful engagement with parents and the local community**

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

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

E2 – successful engagement with parents and the local community

This application is based on a significant demand for primary school places in the Catterick Garrison area identified by North Yorkshire County Council (NYCC). The Council have been considering options for school place planning in the area for at least 18 months, reporting regularly to [REDACTED] and engaging the local community, schools and parents in their development proposals.

Discussions have been taking place with local School leaders since November 2015. In December 2015 NYCC began to seek views from key stakeholders and the wider community on the future pattern of primary school provision in the local area. Written responses were invited alongside the running of a number of drop-in sessions in the Catterick area. Paper copies of a consultation document were distributed to all Garrison primary schools and these were taken home by all 1,575 children for their parents. The consultation paper was also circulated more widely by email to other local stakeholders (list of Stakeholders attached in Annex 1). An A5 leaflet was distributed which explained that a consultation was being undertaken, giving web links to the consultation paper and the consultation response questions. Twitter feeds also advertised the consultation. Three drop-in sessions were conducted during January 2016 based in a local village hall, a Children's Centre and a library. Visual displays were provided presenting catchment maps, graphs of forecast pupil growth and proposal options. Local authority officers manned these events providing information and responding to questions. Drop boxes were provided to allow attendees to submit instant responses.

E2 – successful engagement with parents and the local community


The scale of response to the consultation was disappointing. Only 24 written responses to the consultation were received.

Responses received were mixed in their views but comments did generally support the expansion of primary provision in the area given the significant housing growth proposed, and because local nursery provision is already oversubscribed. Schools felt additional provision was needed to reduce the number of appeals in local schools but that the provision should be at the heart of the community. Some concerns were raised about traffic infrastructure and whether this would support an increase of children and those coming from further afield.

Responses to the proposed site for a Free School, that supported the proposal commented that it must have an equal mix of service and non-service children. Some local schools expressed an interest in expanding their own provision (NYCC is taking these forward where possible), but other schools recognised how they are already landlocked with existing limitations of space and site constraints which would not enable an expansion on their site. Some responses suggested that the expansion of places in the area is not moving quickly enough and that the proposed Free School site would be quicker than a new build.

Between existing local primary schools, there is a general acknowledgement that action must be taken soon to allow the planning of new school places to begin in earnest to avoid a shortfall in the near future. The consultation proposals for a new Free School have been carefully managed by NYCC so as to avoid unnecessary anxieties being felt by other local Schools who may have concerns about the impact on their existing pupil numbers.

Since September 2016, Heathfield Academy Trust has put in place a robust and detailed stakeholder engagement plan (Annex 2). Although all stages of this programme are not complete by the submission date of this application the programme is in place and summarised below:

Target audience	Desired action	Key messaging to communicate	Channel to reach	Timings
	Support and subsequently approve the application Understand the need for the free school	Strength, experience and successful track record of the leadership team behind the application and HMAT Growth of HMAT and positive work/ child-centric ethos	Face to face communications	On-going

Local Headteachers at neighbouring schools	Collaboration, avoid negative action	Collaboration, HMAT is being open and honest, collective working around migrating pupils, the need for the new free school to benefit the local community and local children	Initial face to face meetings Further meetings to be determined – take a view on depending on reaction of heads	To be completed by the end of w/c October 3 rd
Local parents	Confirm support for application Recommend children for the school	Enquiries call to action for those interested Free school is needed Benefits of free school – facilities, more choice for parents Strong leadership behind it with proven track record (HMAT)	Local parent group and network meetings Leaflet drop to relevant postcodes with primary school age children (inviting to community meeting in Dec) Local news outlets Social media – Facebook and Twitter	November 2016 November 2016 As below October onwards
Local community groups	Support the application	Enquiries call to action for those interested Free school is needed Benefits of free school – facilities, more parent choice Strong leadership behind it with proven track record	Community meetings with Q/A session	November - December 2016
Local media outlets	Run positive or balanced news stories about the application	Enquiries call to action for those interested Free school is needed Benefits of free school – facilities, more parent choice Strong leadership behind it with proven track record	News stories: Application with DfE Community meeting taking place One month to decision (including quotes from supporting parents) Decision time: Letters to the editor from supporting parties	w/c October 3 rd November/ Dec 2016 Jan 2017 February 2017

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[Add lines as appropriate]

F1 (a) Skills and experience of your team**Process for the Recruitment of Principal Designate****Timeline Prior to Approval:**

Action	Responsible	Deadline
Prepare job description and person specification	CEO/HR Manager/External HR adviser	31 st October 2016
Prepare advertisement and candidate brochure	CEO/HR Manager	31 st October 2016
Prepare interview procedure and questions. Identify panel members.	CEO/HR Manager/External HR adviser	31 st October 2016
Agree process with the Heathfield Academy Board subject to approval	CEO and Chair	31 st December 2016

Timeline Following Approval

Action	Responsible	Deadline
Agree dates for candidates to visit, closing date for applications and interview dates.	CEO/HR Manager	ASAP after approval
Issue Advert to TES, Schools Northeast, LA network etc.	HR Manager	ASAP after approval
Shortlisting and request for references.	CEO/HR Manager	Within 1 week of closing date
Hold interviews over 2 days	Appointment Panel with HR adviser	Within 3 weeks of closing date
Make offer subject to satisfactory vetting	CEO	Following interviews
Undertake any further checks required e.g. DBS etc.	HR Manager	Within 2-3 weeks of interviews
Confirm appointment with Trust Board	CEO and Chair	No later than 30 th September 2017 to allow serving Head Teacher to give notice.
Principal Designate commences ready for 1 st September 2018 opening.		1 st January 2018

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
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

[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

We do not intend to make any changes to our existing governance structure and Scheme of Delegation (Annex 8 & 10). They both currently exercise strong accountability alongside the trust accountability framework. There are no specific conflicts of interest, nor financial transactions likely to take place between any member/trustee and the academy.
--

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

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

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

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

N/A

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

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

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

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

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

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

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

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

Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability
N/A

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:

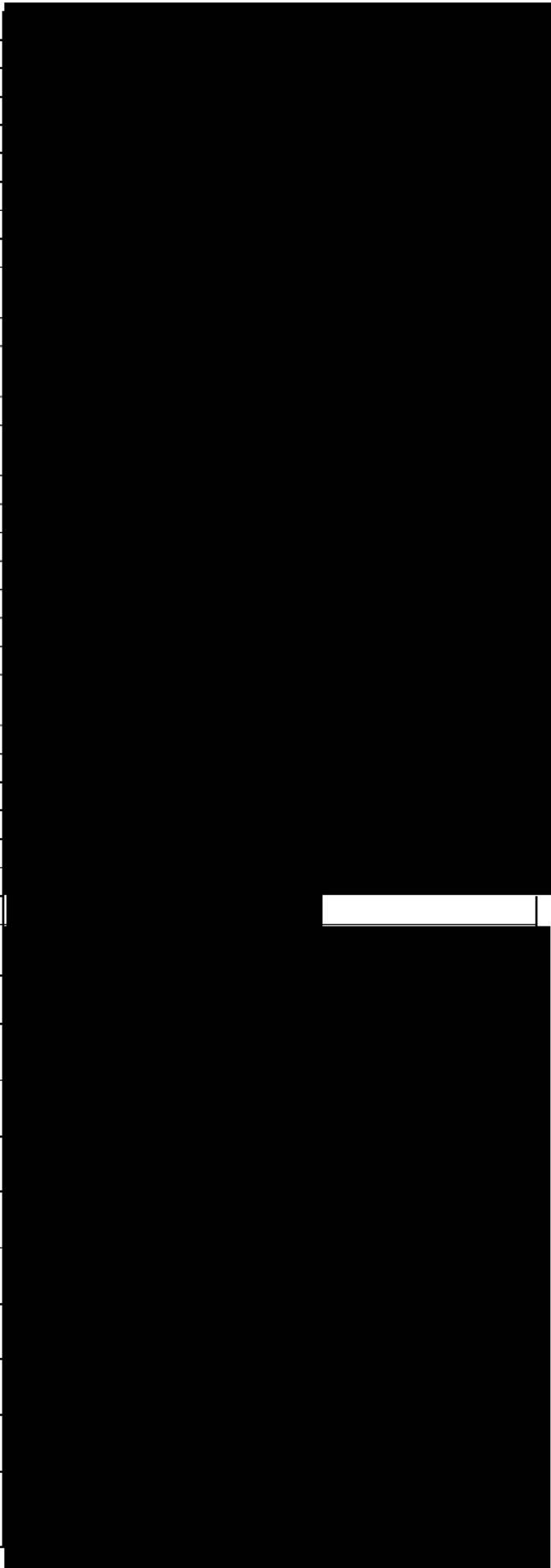
- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [how to apply to set up a free school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

Annexes

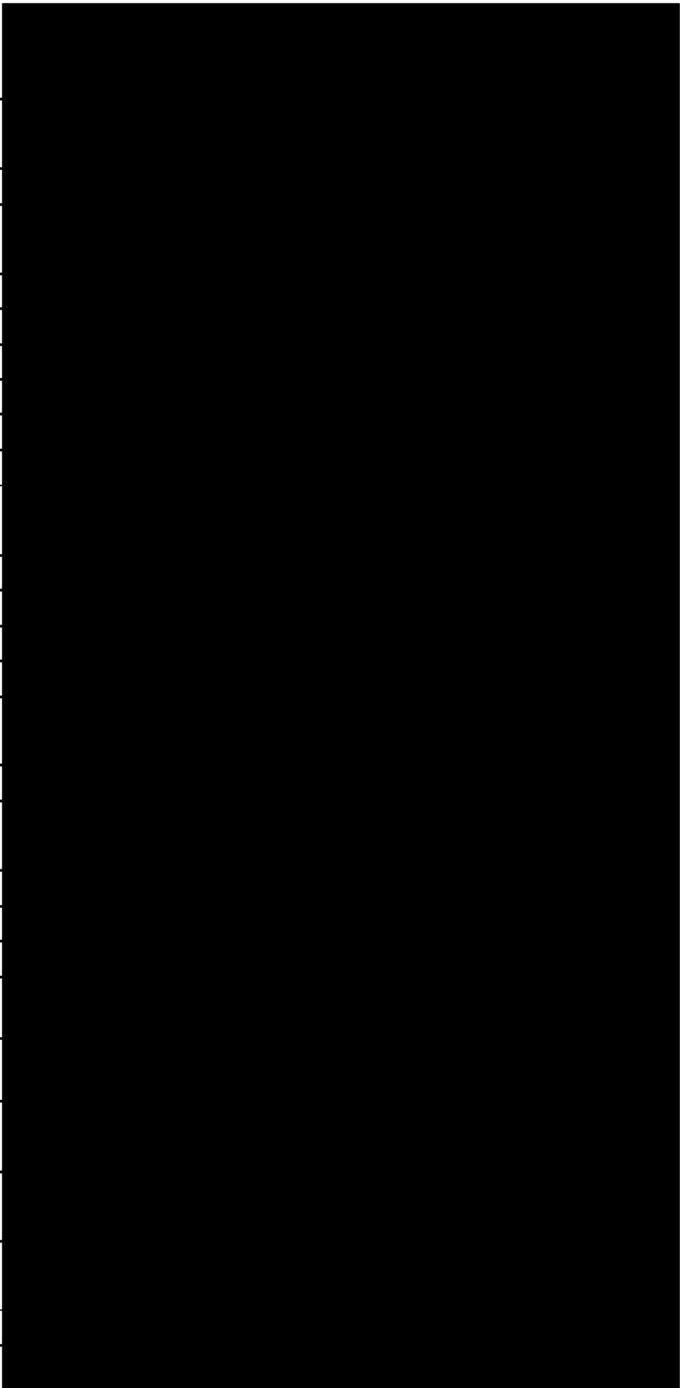
Annex 1: List of Catterick consultees

Headteacher	Le Cateau CP	[REDACTED]
Chair of Governors		[REDACTED]
Headteacher	Carnagill CP	[REDACTED]
Chair of Governors		[REDACTED]
Headteacher	Wavell Nursery & Infant	[REDACTED]
Chair of Governors		[REDACTED]
Headteacher	Wavell Junior	[REDACTED]
Chair of Governors		[REDACTED]
Headteacher	Hipswell CE	[REDACTED]
Chair of Governors		[REDACTED]
Headteacher	Colburn CP	[REDACTED]
Chair of Governors		[REDACTED]
Local Authority	NYCC	[REDACTED]
	NYCC	[REDACTED]
Church of England Diocese	West Yorkshire & The Dales	[REDACTED]
Catholic Diocese	Middlesbrough	[REDACTED]
Ministry of Defence	Colin Boynton	[REDACTED]
Neighbouring Authorities	Durham	[REDACTED]
	Darlington	[REDACTED]
Governing Bodies of other local primary and secondary schools within 5 mile radius	Risedale School	[REDACTED]
	Richmond School	[REDACTED]
	St Francis Xavier	[REDACTED]
	Richmond CE	[REDACTED]
	St Mary's RC, Richmond	[REDACTED]
	Brompton on Swale CE	[REDACTED]
	Richmond Methodist	[REDACTED]
	Hackforth & Hornby	[REDACTED]
	Hunton & Arrathorne	[REDACTED]
	Michael Syddall CE	[REDACTED]
Headteachers of other local primary and secondary schools within 5 mile radius	Bolton on Swale CE	[REDACTED]
	Risedale School	[REDACTED]
	Richmond School	[REDACTED]
	St Francis Xavier	[REDACTED]
	Richmond CE	[REDACTED]
	St Mary's RC, Richmond	[REDACTED]
	Brompton on Swale CE	[REDACTED]
	Richmond Methodist	[REDACTED]
	Hackforth & Hornby	[REDACTED]
	Hunton & Arrathorne	[REDACTED]
Michael Syddall CE	[REDACTED]	

	Bolton on Swale CE
Unions and Professional Associations	GMB
	ASCL
	ATL
	NAHT
	NASUWT
	NUT
	VOICE
	UNISON
	Exec Members
Local County Councillors	[REDACTED]
Local District Councillors	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
Local district and parish councils	Richmondshire District Council
	Scotton Parish Council
	Colburn Parish Council
	Hipswell Parish Council
	Brough St Giles Parish Council
Local MP	Rishi Sunak
Local Early Years providers (3 mile radius)	Rooftops Montessori Nursery School Limited
	Ridgeway Private Day Nursery Ltd
	Catterick Bridge Day Nursery
	Hipswell Village Kindergarten
	Jigsaw
	Burst Camp
	Holiday Starz
	PT Holiday Club
	Phoenix Out of School Club
	PT After School Care at Colburn Children's Centre
	Busy Bees Pre-School



	Catterick Village Pre-School
	White Rabbit Pre School
	[REDACTED]
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Annex 2: Full Stakeholder Plan

Cambrai Community Primary School, Catterick PR and stakeholder engagement plan

Background

Heathfield Multi-Academy Trust is working with North Yorkshire County Council to submit a free school application to the Department for Education on September 28th 2016. The new school will be called Cambria Community Primary School and will serve the Catterick area of North Yorkshire. The school would be sixth within Heathfield Academy Trust.

[REDACTED]

The decision will be made on this in February 2017.

What Stakeholder Engagement means for Heathfield Multi-Academy Trust (HMAT)

For us, stakeholder engagement is not a paper exercise, nor a process driven by rules in order to meet Free School Application requirements. We want to emphasise our commitment to moving beyond a one-time set of public meetings, typically focused around the environmental and social assessment process. This type of consultation rarely extends in any meaningful way beyond the project planning phase, and is seldom integrated into on-going activities core to a successful school, and rarely measured in terms of its effectiveness in building constructive working relationships. We subscribe to “stakeholder engagement” as a means of a broader, more inclusive, and continuous process between HMAT and those potentially impacted by the establishment of Cambrai Community Primary School in North Yorkshire that encompasses a range of activities and approaches, and spans the entire life of the school. This reflects the broader ethos through which HMAT conducts operations and our recognition of the organizational and reputational risks that come from poor stakeholder relations. It also reflects our emphasis on corporate social responsibility and transparency and reporting. In this context, good stakeholder relations are a prerequisite for good risk management.

Our objectives

Reassure decision makers in the local community about the collaborative ethos of HMAT and to generate positive feeling behind the free school application by:

- raising awareness of the application
- promoting the benefits of the new school through PR messages
- highlighting and the strength and leadership of Heathfield Academy Trust as the organisation behind the application
- communicating and positioning the application appropriately with our different target audiences

- protect the reputation of Heathfield Academy Trust and its leadership team in the case of reactive enquiries/ negative stories transmitted by those against the application.

Our Approach

Because we know the establishment of Cambrai Community Primary has the potential to be a contentious issue, our approach is to be proactive to try and control and manage the reputational situation by proactively distributing positive stories and messages, as opposed to only reacting to negative stories. This will give us the opportunity to hit the ground running with positive news. There are a number of groups locally, namely Headteachers in the surrounding area who may react negatively and engage with the local media and communities quickly.

Our Definition of Stakeholder

Stakeholders are persons or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. Stakeholders may include locally affected communities or individuals and their formal and informal representatives, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests, the academic community, or other businesses.

The “stake” that each of these different individuals or groups has in a project or investment will vary. For example, there may be people directly affected by the potential environmental or social impacts of the establishment of a Free School. Others may be resident in another area altogether, but wish to communicate their concerns or suggestions. Then there are those who might have great influence over the project, such as regulators in local and national government agencies, political or religious leaders, and others active in the local community. There are also stakeholders who, because of their knowledge or stature, can contribute positively to the project, for example, by acting as an honest broker in mediating relationships.

Who we aim to involve and why:

- North Yorkshire County Council (NYCC) Officers

NYCC is our strategic partner in delivering this free school to make sure there are enough primary school places for a growing population in the Catterick area. The officers with whom we are working are vital to the overall success of the project and their continued support of our approach is equally important.

- NYCC Councillors

Those elected members who represent the interests of their communities are an important group. We want to be positioned as a positive force in the education landscape of North Yorkshire.

- Local Headteachers

Those who are within a two mile radius specifically (of which there are five schools), but also schools which are within a four to seven mile radius. We want to reduce the impact of those who will be affected by the free school application in terms of migrating pupils by working with colleagues and in doing so reassure those who may react negatively to the establishment of Cambrai.

- Local parents

Those who may either send their children to the free school or alternatively act as a positive word of mouth channel to tell others the benefits of the free school application

- Local community groups

Catterick is known as an army town and there may be opportunities for us to use local community groups such as army-led as a channel to reach wider target audiences

- Local media

The Northern Echo and Star Radio both cover the Catterick area, but there are also other options for us to target, including local community bloggers, local newsletters and super local radio such as Garrison FM. Aim is to get them on board to help spread positive messages about the application.

Summary of audience group, tactics and timings

Target audience	Desired action	Key messaging to communicate	Channel to reach	Timings
NYCC Officers & Councillors	Support and subsequently approve the application Understand the need for the free school	Strength, experience and successful track record of the leadership team behind the application and HMAT Growth of HMAT and positive work/ child-centric ethos	Face to face communications	On-going
Local Headteachers at neighbouring schools	Collaboration, avoid negative action	Collaboration, HMAT is being open and honest, collective working around migrating pupils, the need for the new free school to benefit the local community and local children	Initial face to face meetings Further meetings to be determined – take a view on depending on reaction of heads	To be completed by the end of w/c October 3 rd
Local parents	Confirm support for application Recommend children for the school	Enquiries call to action for those interested Free school is needed Benefits of free school – facilities, more choice for parents Strong leadership behind it with proven track record (HMAT)	Local parent group and network meetings Leaflet drop to relevant postcodes with primary school age children (inviting to community meeting in Dec) Local news outlets Social media – Facebook and Twitter	November 2016 November 2016 As below October onwards
Local community groups	Support the application	Enquiries call to action for those interested Free school is needed Benefits of free school – facilities, more parent choice Strong leadership behind it with proven track record	Community meetings with Q and As	November - December 2016

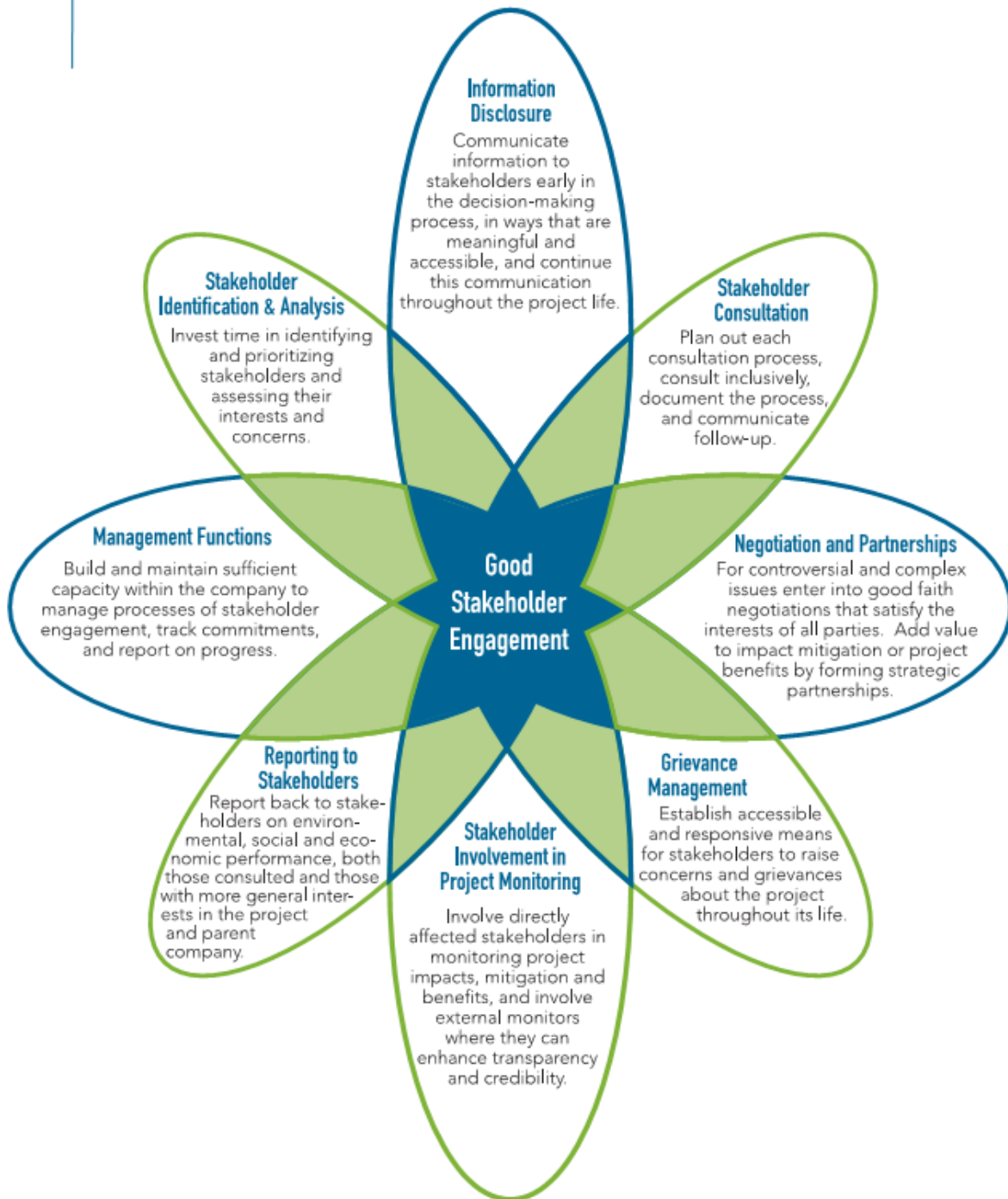
Local media outlets	Run positive or balanced news stories about the application	Enquiries call to action for those interested Free school is needed Benefits of free school – facilities, more parent choice Strong leadership behind it with proven track record	News stories: Application with DfE Community meeting taking place One month to decision (including quotes from supporting parents) Decision time: Letters to the editor from supporting parties	w/c October 3 rd November/ Dec 2016 Jan 2017 February 2017
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Other campaign tactics to discuss:

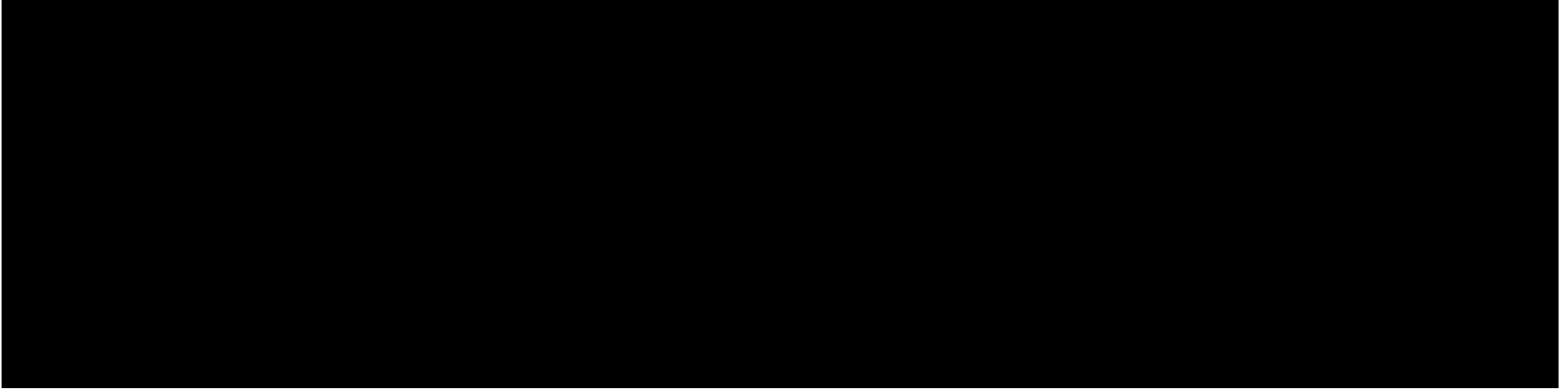
- Leaflet drop – to households within the two mile radius of the Cambria Community Primary School site
- Digital advertising – specifically on Facebook which is heavily parent orientated
- E-shot for parents who want to register interest

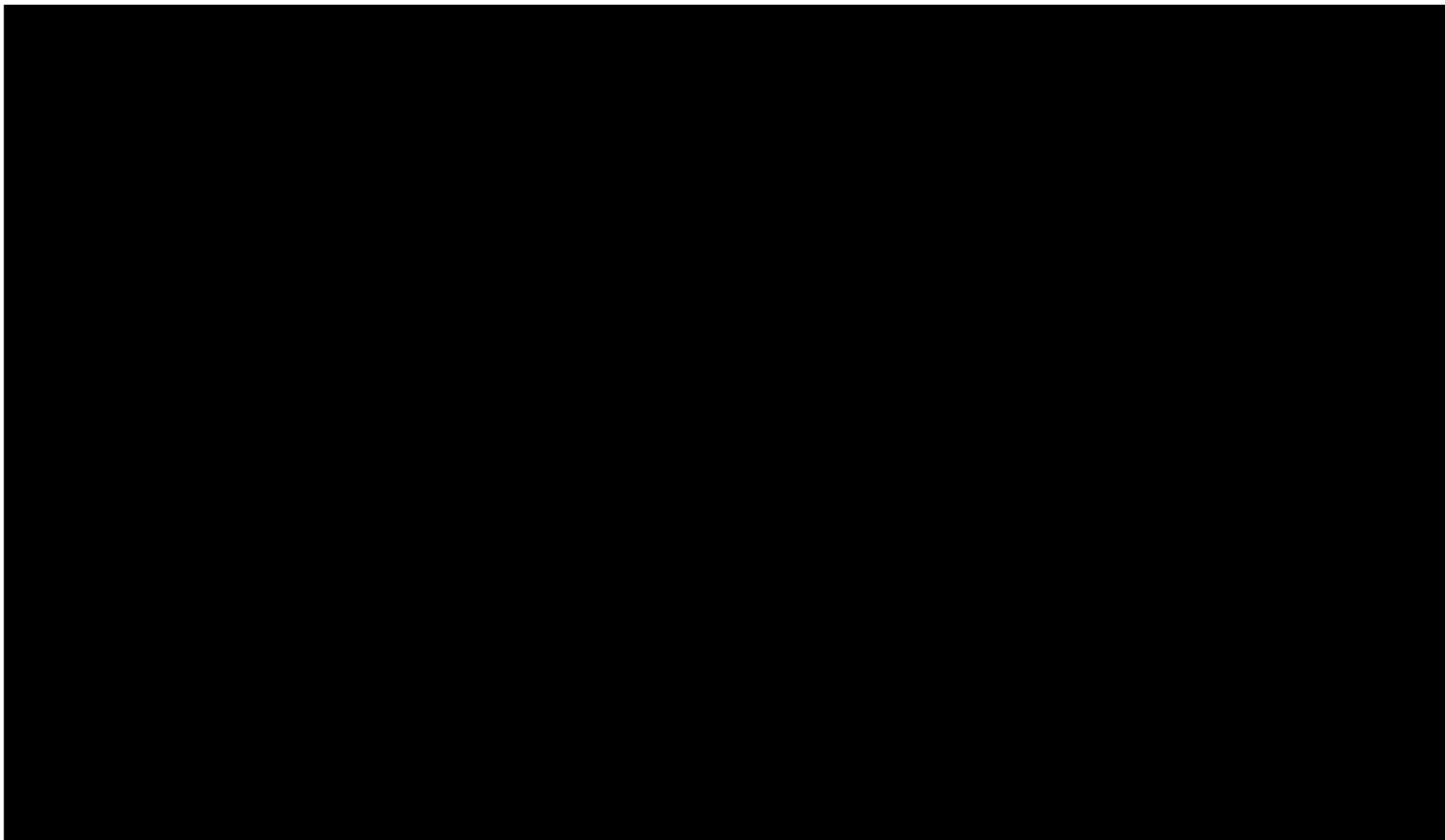
Second stage plan to be formulated post-February once decision has been with the objective of generating enquiries and admissions in the run up to the school opening.

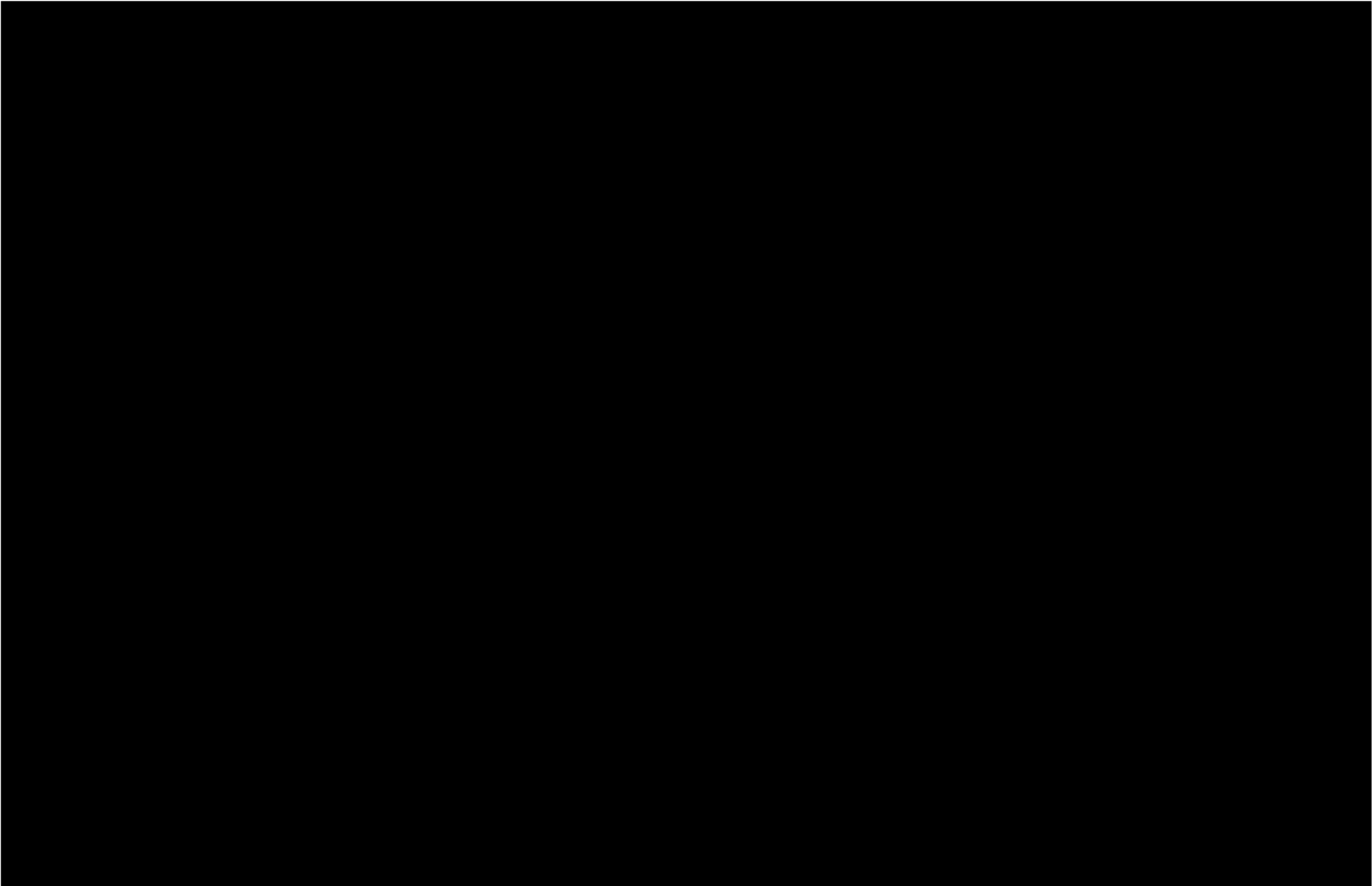
Guiding Principles for Effective Stakeholder Engagement

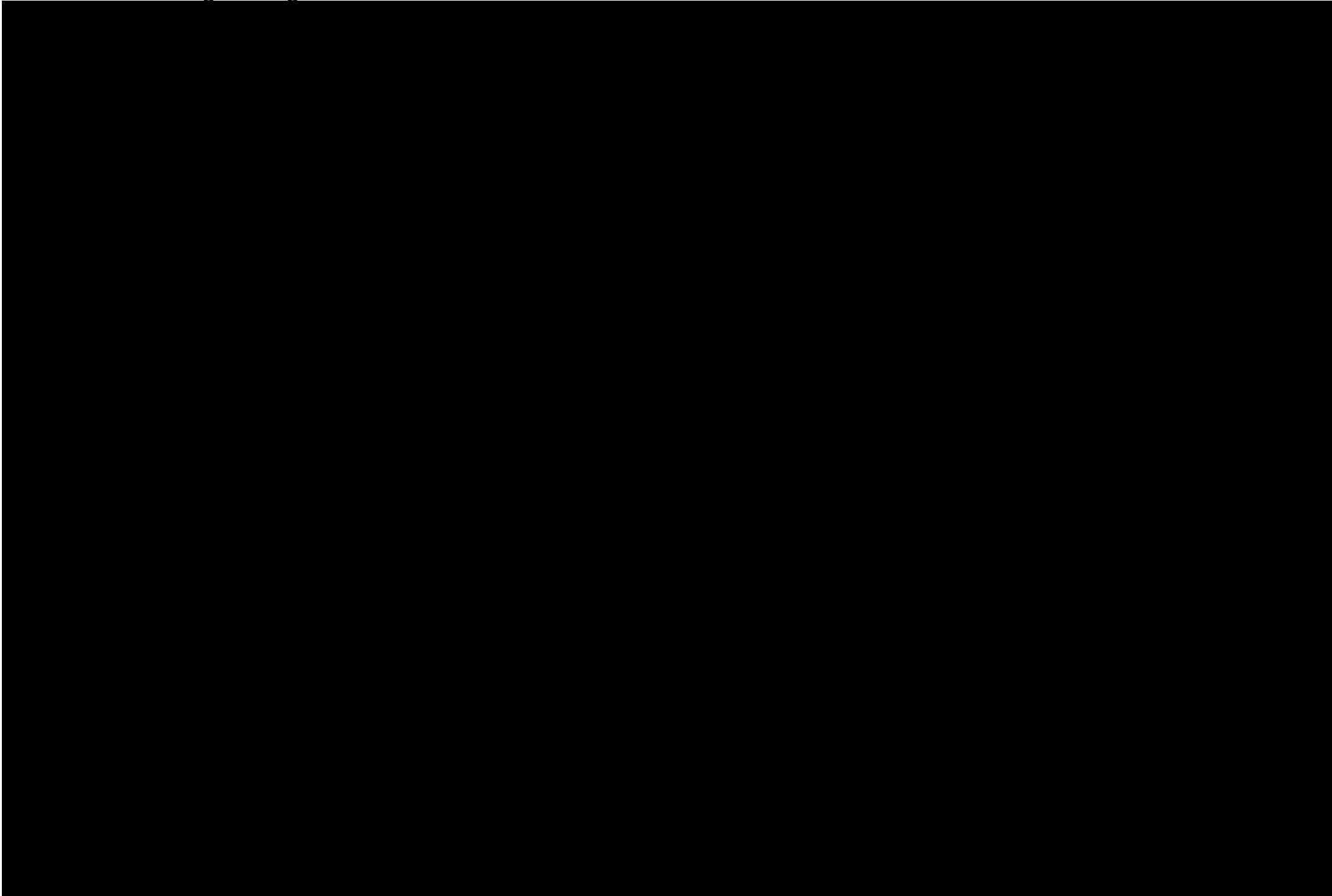


Annex 3: Local Schools Data

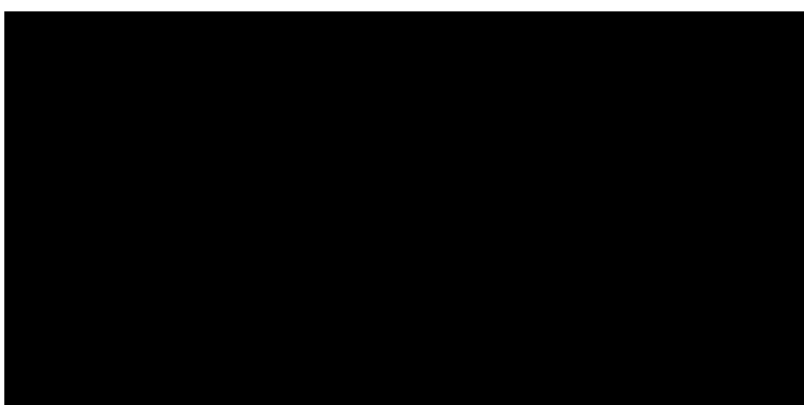
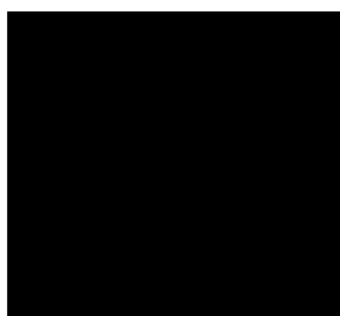








Annex 7: NYCC Signed Letter of Support



To whom it may concern

Dear Sir/Madam

Confirmation of support for Free School application by Heathfield Academy Trust.

Housing development in Catterick Garrison, Richmondshire will create the need for significant additional primary school places after 2017/18 subject to the speed of occupation of the housing and approval of subsequent phases of development. Discussions have taken place with both primary and secondary schools in the area to understand their views about how the additional provision might be made. On the 1 December 2015, Executive Members agreed that parents, schools and the wider community in Catterick Garrison should be consulted on potential options for delivering additional primary school places to serve these housing developments. There were 24 written responses to the consultation, and the scale of response was disappointing.

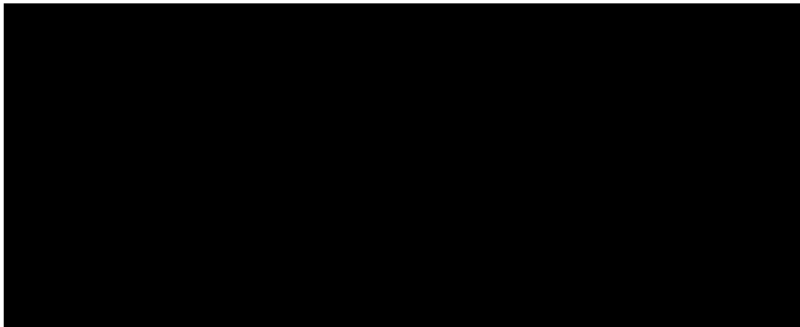
Executive Members agreed, on the 8 March 2016, that the additional primary school places to serve the developments should be provided in the form of a new Primary Academy from September 2018 and that work should commence to secure an academy sponsor and develop a capital scheme to deliver the new school. In addition, consideration was to be given to the existing accommodation at Le Gateau, Hipswell and Colburn Primary Schools to ensure that all additional places required could be provided. Additional capacity will be available at these primary schools from September 2017.

We confirm that the Local Authority (LA) of North Yorkshire supports the application from Heathfield Academy Trust, who already sponsor a number of schools near Catterick and who the DiE identified as a potential sponsor for the new school in Catterick. Following this, the Local Authority approached Heathfield and supported their proposal to submit a bid for a two form entry primary Free School in the district of Richmondshire, North Yorkshire, to serve the housing development on the Garrison.

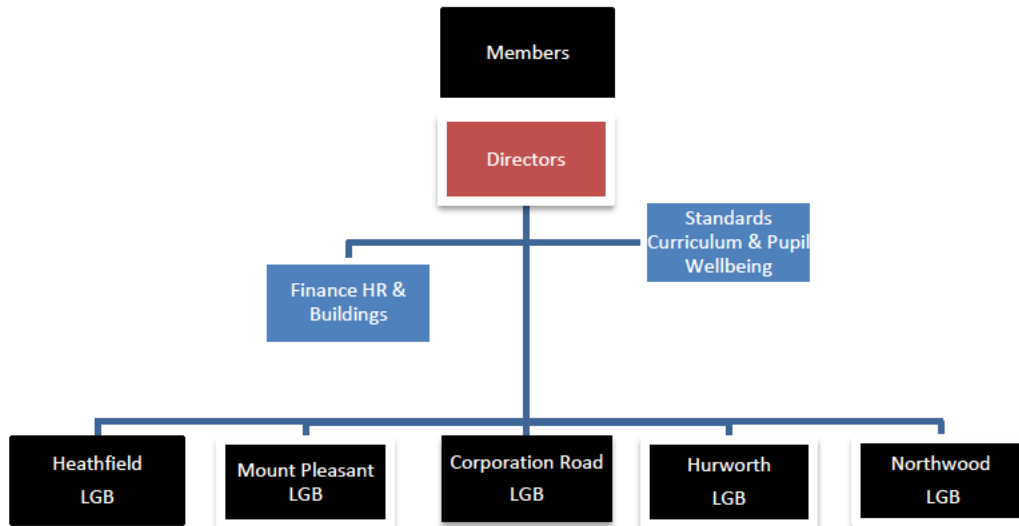
Further expansion of existing primary schools would be inappropriate as it would compromise playing field land and create significant planning and highways issues. Current educational provision in the area is good.

North Yorkshire County Council has worked closely with Heathfield Academy Trust on the development of their bid for a new school in Catterick which will open in September 2018 and have confidence that these relationships will ensure smooth delivery of a Free School for the Garrison.

Although happy to support the Free School bid from Heathfield Academy Trust to meet the demand for additional school places to serve the Catterick Garrison developments, we understand that it is a competitive process and that a decision will be taken by the Secretary of State about the bid and any other competing bids.



Annex 8: HMAT Governance Structure



Annex 9: Letter of support from RSC



Department
for Education

[REDACTED]

[REDACTED] EMAIL

[REDACTED]

FREE SCHOOL APPLICATION

Thank you for sharing your trust's plans for a primary free school with me.

I am satisfied that the Heathfield Academy Trust has capacity to apply for a primary free school. You are eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form. Please refer to page 6 of the free schools guidance document which sets out the path for completing the curriculum and finances sections (D1, D2, D3 and G).

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide>.

It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

Please can you include this letter when submitting your free school application to the department. As discussed, this letter is not an endorsement of your application as a whole and does not imply your application will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website; we will then give you a unique registration number that you should quote when you submit your formal application.

If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED]

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

Yours sincerely,

[REDACTED]

[REDACTED]

Annex 10: HMAT Scheme of Delegation



Scheme of Delegation for Heathfield Academy Trust

1. RESPONSIBILITIES OF THE TRUST

- 1.1 The Heathfield Academy Trust is a charitable company limited by guarantee. It has entered into a Master Funding Agreement dated 11 August 2014 and a Supplemental Funding Agreement in relation to Heathfield Primary School and Hurworth Primary School dated 11 August 2014 and Northwood Primary School dated 25 January 2016 (together the “Funding Agreements”)
- 1.2 The Trustees are the charity trustees (within the terms of section 97(1) of the Charities Act 1993) and responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association of the Trust
- 1.3 The local governing body shall be a committee of the Trustees established pursuant to articles 100 to 104 of the Articles of Association of the Trust
- 1.4 The Trustees retain authority and responsibility for the following:-
 - 1.4.1 compliance with the provisions of the Funding Agreements
 - 1.4.2 preparation and approval of these terms of reference under which the Academy is governed and subsequent amendments
 - 1.4.3 agreement of the Academies annual funding in consultation with the local governing body
 - 1.4.4 compliance with the Academies Financial Handbook including, but without limitation, determination of procurement policies for the Trust
 - 1.4.5 oversight with regard to the finances of the Trust and the Academy, including, but without limitation, responsibility for compliance with the financial and accounting requirements detailed within the Funding Agreement
 - 1.4.6 the determination of the corporate planning and strategy for the Academy and the Trust in consultation with the local governing body
 - 1.4.7 the determination, after consultation with the local governing body, of the extent of the services provided to the Academy by the Trust and how the costs should be allocated
 - 1.4.8 determining the cash flow policy for the Trust and the Academy and monitoring income and expenditure for the Trust and the Academy

- 1.4.9 setting targets each financial year as further detailed in the Master Funding Agreement
- 1.4.10 determining any additional financial and reporting targets for the Academy
- 1.4.11 as the legal employer of all staff, responsibility for human resource policies and procedures and terms and conditions of service
- 1.4.12 appointing the External and Internal Auditor for the Academies
- 1.4.13 maintaining fixed asset register
- 1.4.14 compliance with all statutory regulations and Acts of Parliament governing the operation of the Academies
- 1.4.15 determination of the admissions policy and arrangements for the Academies in accordance with admissions law and DfE codes of practice
- 1.4.16 determination of the educational vision of the Academies in consultation with the local governing body, including, but without limitation, determination of the Academy's School Development Plan
- 1.4.17 responsibility for monitoring the performance of the Academies will sit with the Trust and will be delegated by the Trust
- 1.4.18 the Trustees will establish committees of the Board, namely; Finance, General Purposes and Personnel Committee; Curriculum, Standards and Pupil Welfare Committee, appoint the Chairs and any other committees as required
- 1.4.19 the Trustees will appoint the clerk to the Board and LGB
- 1.4.20 the Trustees will approve the appointment of an Interim Advisory Board if required

2. RESPONSIBILITIES OF THE MEMBERS

- 2.1 To appoint and remove Members and determine role descriptions for Members
- 2.2 To appoint and remove Trustees
- 2.3 Review and agree the Articles of Association
- 2.4 Agree the Annual Accounts and review the pupil performance data of the Trust

3. **DELEGATION – TO THE LOCAL GOVERNING BODY**

- 3.1 Subject to the limitations set out above, the Trustees delegate the running of the Academy to the local governing body and specifically the following duties:-
 - 3.1.1 implementation of actions required to comply with statutory regulations and the Funding Agreements
 - 3.1.2 implementation of the policies agreed by the Trustees with regard to admissions and to the educational vision of the Academy, including, but without limitation, the School Development Plan

- 3.1.3 oversight of the Academy activities
 - 3.1.4 consideration of the Academy's required funding and support to the Trustees in connection with the agreement with the DFE of the Academy's budget
 - 3.1.5 monitoring and reviewing expenditure on a regular basis and ensure compliance with the overall financial plan for the Academy
 - 3.1.6 maintenance of proper accounting records and the preparation of income and expenditure and balance sheets as required by the Finance, General Purposes and Personnel Committee of the Board of Directors.
 - 3.1.7 assisting the Trustees in complying with the provisions of the Funding Agreements where requested from time to time (to include, by way of example, information required for the purposes of clause 45 of the Master Funding Agreement)
 - 3.1.8 maintenance of the Academy estate in accordance with the guidelines established by the Trust
 - 3.1.9 implementation of Trust's procurement policies insofar as they impact on the Academy
 - 3.1.10 managing the Academy's cash flow and monitor expenditure by the Academy in accordance with policies determined by the Trustees
 - 3.1.11 notifying the Trust of any changes to fixed assets used by the Academy
 - 3.1.12 the appointment, job description, appraisal and dismissal of all members of staff of the Academy in consultation with the Executive Headteacher or Headteacher, but excluding members of the senior management team, staff on the leadership pay scale, the Head of School, Headteacher and Executive Headteacher, and the remuneration of every member of staff and their terms of service shall be within the parameters from time to time established by the Trustees
- 3.2 The local governing body, to which delegated responsibilities have been assigned must report to the full Board of Directors in respect of any action taken or decisions made
- 3.3 Only governors who are members of the local governing body may vote during local governing body meetings. Where necessary, the elected Chair of the local governing body may have a second or casting vote.

4. DELEGATION OF RESPONSIBILITIES TO THE HEAD OF SCHOOL

Subject to responsibilities of the local governing body and the policy statements of the Trust, the Head of School shall be responsible to the local governing body for:-

- 4.1 implementing the agreed policies and procedures laid down by the local governing body this includes the implementation of all statutory regulations
- 4.2 advising the local governing body on strategic direction, forward planning and quality assurance
- 4.3 the leadership and management of the Academy;
- 4.4 the admission of pupils;
- 4.5 managing the delegated budget and resources agreed by the Directors of the Board

- 4.6 the appointment of all other staff and (except to the extent directed otherwise by the Trustees and/or the local governing body), the salary grading, allocation of duties, appraisal and discipline of staff below Leadership posts Senior Leadership Team level
- 4.7 the maintenance of good order and discipline by the pupils including their suspension and/or exclusion within the framework laid down by the local governing body; and
- 4.8 all such additional functions as may be assigned under the job description or contract of employment.
- 4.9 the Head of School will report to the Executive Headteacher on all matters regarding the above

5. DELEGATION OF RESPONSIBILITIES TO THE HEAD TEACHER

The Board of Directors acknowledge that the following responsibilities have been delegated to the Head Teacher:

- 5.1 implementing the agreed policies and procedures laid down by the local governing body this includes the implementation of all statutory regulations, provisions within the Education Acts, and compliance with the Master Funding Agreements
- 5.2 advising the local governing body on strategic direction, forward planning and quality assurance
- 5.3 the leadership and management of the Academy;
- 5.4 the admission of pupils;
- 5.5 managing the delegated budget and resources agreed by the Directors of the Board
- 5.6 the appointment of all other staff and (except to the extent directed otherwise by the Trustees and/or the local governing body), the salary grading, allocation of duties, appraisal and discipline of staff below Leadership posts Senior Leadership Team level
- 5.7 the maintenance of good order and discipline by the pupils including their suspension and/or exclusion within the framework laid down by the local governing body; and
- 5.8 all such additional functions as may be assigned under the job description or contract of employment.

6. DELEGATION OF RESPONSIBILITIES TO THE EXECUTIVE HEADTEACHER

The Board of Directors acknowledge that the following responsibilities have been delegated to the Executive Headteacher:

- 6.1 in consultation with the CEO, implementing the agreed policies and procedures laid down by the Trust including the implementation of all statutory regulations, provisions within the Education Acts, and compliance with the Master Funding Agreements
- 6.2 in consultation with the CEO, advising the Trust on strategic direction, forward planning and quality assurance
- 6.3 line management of Heads of School including advising directors on setting appraisal targets and performance against appraisal targets
- 6.4 delegation of responsibility up to and including dismissal for all staff employed in the Academies for which they are responsible, other than Heads of School which will remain the responsibility of the Directors

- 6.5 Act as statutory Headteacher with regard to those functions that cannot be delegated to Heads of School
- 6.6 and all such additional functions as may be assumed under the job description or contract of employment

7. DELEGATION OF RESPONSIBILITIES TO THE DIRECTOR OF OPERATIONS

The Board of Directors acknowledge that the following responsibilities have been delegated to the Director of Operations:

- 7.1 to submit the annual report and accounts including accounting policies, signed statement on regularity, propriety, incorporating governance statement demonstrating value for money
- 7.2 and all such additional functions as may be assumed under the job description or contract of employment

8. DELEGATION OF RESPONSIBILITIES OF THE CHIEF EXECUTIVE OFFICER

The Board of Directors acknowledge that the following responsibilities have been delegated to the Chief Executive Officer:

- 8.1 implementing the agreed policies and procedures laid down by the Trust including the implementation of all statutory regulations, provisions within the Education Acts, and compliance with the Master Funding Agreements
- 8.2 advising the Trust on strategic direction, forward planning and quality assurance
- 8.3 the leadership and management of the Academy Trust, line management of Heads Teachers, Executive Head Teacher and Director of Operations including advising directors on setting appraisal targets and performance against appraisal targets
- 8.4 as Accounting Officer for the Trust, overall accountability and management of the Trust budget, and oversight of individual Academy budgets
- 8.5 advising the Trust on the appointment of the following Leadership posts; Head of School, Head Teacher, Executive Headteacher and Director of Operations.
- 8.6 delegation of responsibility up to and including dismissal for all staff employed in the Academies for which they are responsible, other than Heads of School which will remain the responsibility of the Directors
- 8.7 Act as statutory Headteacher with regard to those functions that cannot be delegated to Heads of School
- 8.8 and all such additional functions as may be assumed under the job description or contract of employment

9. REVIEW OF THIS POLICY

This policy will be reviewed annually in the autumn term.

Annex 11: CVs of Project Team

11.1 Nick Blackburn

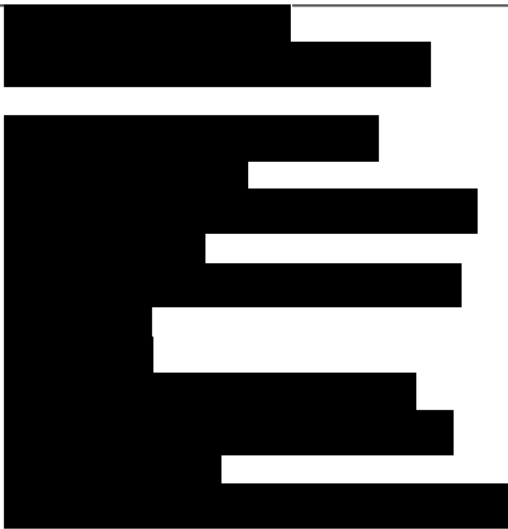
CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/ organisation position and responsibilities held length of time in position <p>This should cover the last four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

CV template

per entry and per student
for level 3 qualifications.

[Redacted content]

[Redacted text block containing multiple lines of blacked-out content, likely representing a CV template structure.]

CV template		
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	<p>[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.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>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.</p> <p>please delete this guidance before submitting this form]</p>		

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

Governance self-assessment

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

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
for Education

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