



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

Crofton Schools Academy Trust – Northern Gateway

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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 type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input 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 type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input 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 type="checkbox"/>	<input type="checkbox"/>

* Independent schools include existing alternative provision and special school institutions that are privately run.

** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input 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: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 23rd September 2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

[Section C - Vision

C1 -Introduction

Crofton Schools Academy Trust (CSAT) – Northern Gateway, will be a non-faith two form entry (2FE) Primary School for children aged 4-11. It will also include a nursery for 3-4 year olds. The school will open in 2018.

As a result of the parent survey the school will have a strong ICT and Enterprise focus (see D1 for further information) supporting the Dartford vision and parent wishes of making Dartford the choice of place to live and work. The school will also have a strong SEN support network as this is something the parents felt was missing in other schools in the area (see D.1.5)

The school will join a highly successful multi-academy trust that has already been approved as a DfE academy sponsor and currently includes two schools, CSAT – Petts Wood Infants and CSAT– Petts Wood Juniors. There are trends of high standards in both of these schools with the latest Ofsted (March 2016) being outstanding. CSAT – Northern Gateway will deliver the same high quality standards through the same inspirational curriculum as is currently delivered in our other schools, although there will be clear adaptations to meet the needs of this specific community and the vision of Dartford Borough Council. This model will ensure that standards at CSAT -Northern Gateway, match those of the other CSAT schools, exceeding most of the schools in the immediate locality. The curriculum at CSAT- Northern Gateway will also offer high quality business links and technology expertise. This will be an integral part of learning to support the councils vision of improving life chances and enhancing the desirability of Dartford as a place to live.

C.2 Rationale

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

The Kent County Council (KCC) commissioning plan for education 2016-2020 explicitly shows that demand for places in the Dartford District is very high with current deficits in reception and primary places until 2019-2020.

Demand for reception places in the Dartford area increases from 25 needed in 2016-2017, 34 needed in 2017-2018, 45 needed in 2018-2019, to 40 in 2019-2020. Data from KCC (Health & Social Care Maps Dartford Overview Chapter) also shows a need for nursery spaces with a 4.2% increase for 0-4 year olds predicted by 2020. Our own research has shown that local nurseries are generally full and, in addition to this, the general fertility rate (GFR) for Dartford has steady risen from 1998 (63.5) to 2014 (70.3) following a similar projection to that of Kent and England; however being consistently higher. Taking all of these factors into account and when considering the amount of new family housing that is being built on the Northern Gateway site, it is clear that additional nursery places will be needed.

Primary places indicate an even more significant deficit showing a need for an additional 74 places in 2016-2017, 249 in 2017-2018, 362 in 2018-2019 to another 466 in 2019-2020 in the Dartford area. The Northern gateway housing development contributes significantly to these numbers with approximately 2040 proposed homes due to be completed by 2026 (Northern Gateway planning document 2012), although things are progressing so quickly that KCC have indicated this may now be completed by 2020. Of the homes being built 70% are going to be family homes with two bedrooms or more with 5% being 4 bedroom homes. The remaining 30% will be flats. (See E1 for greater detail)

KCC have recognised that even with the expansion of their existing schools, the Northern Gateway development will require a two form entry primary school with nursery to cater for the need on this development. Planning documents indicate a new school as essential in supporting the infrastructure of this site. KCC have held a meeting for all interested parties to invite them to bid for the opening of the Northern Gateway free school in 2018.

In the area of the proposed CSAT –Northern Gateway, the seven primary schools nearest to the proposed new site are Temple Hill Community Primary School, Gateway Primary School, St Anselms Catholic School, Our Lady's Catholic School, Holy Trinity C of E School, Westgate Primary School and St Albans Infant School. These schools are generally high achieving schools with the exception of one which has a trend of lower standards and two which are faith specific. Pupil intakes to four of these schools demonstrate higher than national EAL numbers and the nearest school has significantly above average pupil premium numbers. As a result of these figures it is anticipated that the CSAT Northern Gateway site would also have EAL and pupil premium numbers above national. The current CSAT educational offer would therefore require

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

adaptations to what is currently offered at CSAT Petts Wood Infants and CSAT Petts Wood Juniors.

C.3 Vision

C.3.1 CSAT's Mission

It is CSAT's mission to power inspirational learning that feeds the mind, develops curiosity and fosters a determination to succeed.

CSAT is where:

An outstanding education empowers young minds for future success

We provide fun and imaginative creative learning experiences

There is a safe, secure and supportive environment

Children are valued, respected and develop a strong sense of self worth

Innovative leadership and teaching thrive in an ever changing educational landscape

Vibrant partnerships link our schools to our families and the wider community

Effective school to school networks focus on high expectation and excellent standards

Dartford Council recognise that located on the border of Kent, London and Essex, Dartford is one of the most exciting and dynamic regions in the country. It is at the heart of one of the Government's key growth zones within the Thames Gateway and will see around 20,000 new homes and up to 50,000 new jobs created in the borough over the next 25 years – a substantial addition to the existing 80,000 residents in the borough. Of course the borough is not dissimilar to others of a similar size, but what makes Dartford different is the sense of dynamic action that is making the borough break free of its recent past and build on a glorious history. (Dartford Borough Council website 2016).

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

At the heart of the borough's vision, to make Dartford the place of choice for living, working and enjoying leisure time, is a commitment to improving facilities and creating opportunities for existing residents.

When considering the above, it is the belief of CSAT that to be an integral part of supporting this ambitious growth, we need to be at the forefront of the most innovative and forward thinking approaches to education, taking on borough specific issues and current national research outcomes.

CSAT – Northern Gateway will provide an innovative and inspirational technology and enterprise driven creative curriculum, that supports exemplary standards and ensures significantly improved life chances for our children. It will build on the high quality creative curriculum already in place at CSAT – Petts Wood Infants and CSAT – Petts Wood Juniors. At the same time it will take technology and enterprise elements to new levels in response to the provision of new and inspiring opportunities for children in Dartford. It will also focus on the development of skills in the STEM subjects fulfilling employment demands across the country.

C.3.2 Our Educational Model ‘A Curriculum for Today to Power a Better Tomorrow’.

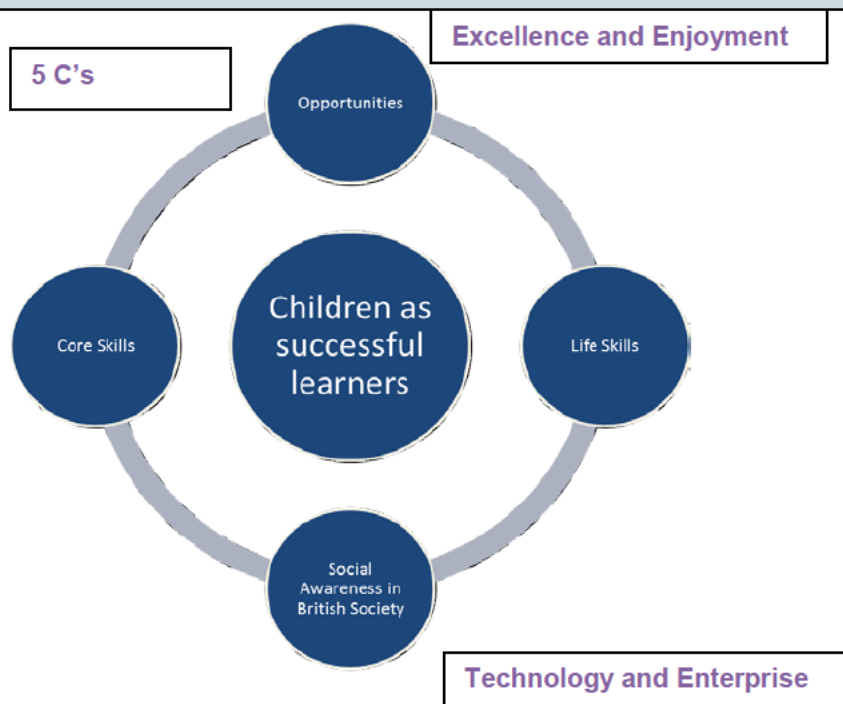
To achieve our ambitious outcomes we have developed an educational model for use in all our current schools which we believe will provide a strong basis for the curriculum at CSAT – Northern Gateway. The model detailed below is already in place and highly successful in our current schools, but will be developed further in terms of technology and enterprise for CSAT-Northern Gateway. The model will ensure that the curriculum being offered supports the specific needs of the catchment area, alongside the aspirations of Dartford Council to provide additional jobs and high quality opportunities for its residents.

Our model will:

- Deliver a curriculum that is relevant and produces outstanding results
- See staff development/recruitment as crucial to sustainable success
- Be committed to educational partnership with all stakeholders and the wider community

C.3.3 The Curriculum

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



C.3.3.1 Core Skills

Core skills at CSAT – Northern Gateway will be central to curriculum planning ensuring every child is educated in the basic skills of English and Maths to the highest standards possible. Intervention will support smaller class sizes ensuring every child is able to reach their potential, whilst academies with specialist teachers in English and Maths will support provision for the more able. A split input teaching method will support maximum progress in every lesson for every child, with swift daily intervention for children not understanding specific concepts. Attainment and progress will be outstanding in these areas.

C.3.3.2 Opportunities

We will constantly seek to provide children at CSAT - Northern Gateway with new opportunities that inspire, motivate and challenge them. We will use the highest level of expertise ensuring the best learning opportunities for children across the curriculum. These will include specialist music teachers providing the opportunity for all children to learn an instrument and develop specific expertise in music technology, specialist sports teachers enabling children to learn the rules and skills of a wide variety of sport alongside being given opportunities to compete at different levels and specialist IT teachers to provide children with IT opportunities generally only seen at secondary

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

level.

C.3.3.3 Life Skills

The ethos and organisation of CSAT- Northern Gateway will be designed to support the development of life skills as we see these as key when considering the life chances of individuals. Study skills, time management and organisation will be intrinsic to the delivery of the curriculum with restorative justice providing vital skills when considering conflict resolution. Leadership skills will be developed through the many positions of responsibility such as a junior leadership team and children as teacher roles, with other key skills linking directly to the 5C's e.g. developing children as collaborative, critical and creative thinkers (see C.3.3.5).

C.3.3.4 Social awareness in a British society

At CSAT Northern Gateway we will ensure that our pupils leave school with the skills and knowledge needed to lead a successful life in modern Britain. The key components of British values; democracy, rule of law, individual liberty and mutual respect and tolerance, will be encompassed across the curriculum as well as key themes for assemblies and Philosophy for Children (P4C) sessions.

C.3.3.5 5C's

Our whole curriculum will be built around 5 core C's, developing children who are Caring and have a sense of Community and children who are Creative, Collaborative and Critical thinkers. Our planning will ensure that children can develop an understanding in these areas through the activities they participate in. A dialogic approach based on quality talk to deepen learning will be used throughout planning. This will enable our children to develop these skills that we believe support life- long learning.

C.3.3.6 Technology and enterprise

Across the whole curriculum we will provide the highest quality technology alongside specialist IT expertise which will support curriculum delivery at CSAT-Northern Gateway. Each term's theme will have an IT focus linked into an enterprise project. Children will gain exceptional skills in technology as part of the curriculum and be able to relate to how these link to employment through the enterprise connections made.

C.3.3.7 Excellence and Enjoyment

CSAT believe there is no better driver for success than individual motivation and we will deliver a curriculum that not only inspires and challenges children, but a curriculum that also promotes fun, laughter and excitement. The curriculum will have creative themes alongside a termly technology and enterprise focus. Our focus will be on ensuring that

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

children achieve the best academically and creatively as well as developing outstanding technology skills within the context of a purposeful enterprise link. We will constantly review the curriculum we offer based on the pupils within the school at that time and be committed to review and change in order to ensure that the highest levels of excitement and enjoyment remain at all times.

MAT Expansion

Whilst it is the vision of CSAT – Northern Gateway that has been outlined in this section, we are aware of the current government drive for MATs to lead school improvement and we are planning to take an active lead in this process. We are currently talking to three other schools who are interested in joining our MAT although this is not currently confirmed. Two are already academies and one is yet to convert. One of these schools is graded good and two are currently requiring improvement. The schools are positioned in fairly close proximity, two being in Bromley and one in Kent.

When considering all of these developments we are confident that we could successfully improve standards in all of these schools with the capacity we currently have at the CSAT – Petts Wood Infants and CSAT – Petts Wood Juniors.

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 (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery		26	26	26	26	26	26	26
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		86	146	206	266	326	386	446

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.

EYFS Curriculum- Pre School		
Activity	Weekly Coverage	Comments
PSED	15 minutes- Part time ½ Hour Full time Continuous Provision	Children have a weekly structured Circle Time session. These sessions follow the PSED curriculum but are also flexible to deal with any issues that arise within the class. As part of the continuous provision adults are constantly addressing PSED objectives with the children through encouraging independence, positive relationships and creating positive self-images.
Physical Development	1/2 Hours of Taught PE- Part time 1 Hour full time Continuous Provision	Part time children have one taught session and full time children have two taught sessions. Through the continuous provision children have access to the outdoor area to encourage their gross motor skills. They will re-fine and adapt their fine motor skills throughout resources in the environment and with adult intervention. Children's health and self-care will be taught through the continuous provision and in specific circle time activities.
Communication Language	15 minute- Part time ½ Hour Full time Continuous Provision	1 taught session for part time children and two for full time children. Throughout all activities children's communication and language skills will be developed.
Literacy	Adult direct activity Continuous	Across the week adult led activities will be planned for during child initiated activities. Children who would like to

	Provision	engage with the activity will be invited to do so by the adult. Throughout the continuous provision children will be engaged within literacy activities to develop and challenge their reading and writing skills.
Maths	15 minute- Part time ½ Hour Full time Continuous Provision	Part time children have one taught session and full time children have two taught sessions. Across the week adult led activities will be planned for during child initiated activities. Children who would like to engage with the activity will be invited to do so by the adult. Throughout the continuous provision children will be engaged within maths activities to develop and challenge their mathematical vocabulary and concepts.
Understanding of the World	Adult directed activity Continuous Provision	Across the week adult led activities will be planned for during child initiated activities which will be interwoven with children's interest and the topic. Children who would like to engage with the activity will be invited to do so by the adult. The objectives will be covered throughout the continuous provision.
Expressive Arts and Design	Adult directed activity Continuous Provision	Across the week adult led activities will be planned for during child initiated activities which will be interwoven with children's interest and the topic. Children who would like to engage with the activity will be invited to do so by the adult. The objectives will be covered throughout the continuous provision.
Phonics	1 ¼ Hours- Part Time 2 ½- Full time	Daily 15 minute Read Write Inc session for part time children. Full time children will have daily 30 min sessions.
Forest School	2 Hour- Part Time	2 hour weekly session within Forest

	4 Hour- Full Time	School area.
Child Initiated Activities	10 Hour- Part Time 20 Hours- Full Time	10 hours of child initiated activities for part time children across the week and 20 hours for full time children. The majority of the continuous provision will be covered through these sessions. Children will have free flow access to the indoor and outdoor environments.

EYFS Curriculum- Reception		
Activity	Weekly Coverage	Comments
PSED	½ hour Circle time session. Continuous Provision	Children have a weekly structured Circle Time session. These sessions follow the PSED curriculum but are also flexible to deal with any issues that arise within the class. As part of the continuous provision adults are constantly addressing PSED objectives with the children through encouraging independence, positive relationships and creating positive self-images.
Physical Development	2 Hours of Taught PE Continuous Provision	1 indoor and 1 outdoor taught session. Through the continuous provision children have access to the outdoor area to encourage their gross motor skills. They will re-fine and adapt their fine motor skills throughout resources in the environment and with adult intervention. Children's health and self-care will be taught through the continuous provision and in specific circle time activities.
Communication Language	Continuous Provision	Throughout all activities children's communication and language skills will be developed.

Literacy	1 1/2 hours taught sessions Continuous Provision	Across the week 3 taught sessions of ½ an hour. After the whole class initial input children will be encouraged to complete an adult focused activity. All children will complete the activity across the week. Throughout the continuous provision children will be engaged within literacy activities to develop and challenge their reading and writing skills.
Maths	1 1/2 Hours taught session Continuous Provision	Across the week 3 taught sessions of ½ an hour. After the whole class initial input children will be encouraged to complete an adult focused activity. All children will complete the activity across the week. Throughout the continuous provision children will be engaged within maths activities to develop and challenge their mathematical vocabulary and concepts.
Understanding of the World	1/2 Hour taught session Continuous Provision	½ hour taught session across the week to be interwoven with the children's interests and topic.
Expressive Arts and Design	1/2 Hour taught session Continuous Provision	½ hour taught session across the week to be interwoven with the children's interests and topic.
Phonics	2 Hours	Daily 30 minute Read Write Inc session streamed across the year group. Groups taught by trained teacher and TA's.
Forest School	1 Hour	1 hour weekly session within Forest School area.
Guided Reading	2 Hour	2 taught hours of reading a week. Across the week children will be part of a focused adult led group.
Child Initiated Activities	8 Hour	8 hours of child initiated activities across the week. The majority of the continuous provision will be covered through these

		sessions. Children will have free flow access to the indoor and outdoor environments.
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KS1

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths Opportunities to develop financial skills will be included	5	Mandatory	1 hour a day
Reading	2	Mandatory	2 taught hours of reading a week using the Big Read approach. This will start off with whole class sharing of a text and specific teaching of reading skills moving onto a split input method so all children have the opportunity to progress at their own level within the lesson
Writing	5	Mandatory	1 hour a day
Spelling and Grammar	Included in above hours for writing	Mandatory	See above
Phonics	3. 25 hours	Mandatory	Daily Read, Write, Inc session, streamed across the year group. Groups taught by trained teachers and TAs
P4C	30 mins	Mandatory	Themes also covered in assemblies where appropriate
Science	2	Mandatory	
ICT	1	Mandatory	2 hours of taught skills but IT encompassed throughout all subjects with 1:1 iPad model from KS1

Music	1	Mandatory	Taught by specialist teachers during PPA time. Opportunity for every child to be taught an instrument, music technology skills and singing
Continuous provision - MFL/Maths/Geography	30 mins (Also referenced within other lesson slots)	Optional Expected at CSAT – Northern Gateway	<p>CSAT – Northern Gateway will operate dual language classrooms enabling vocabulary to be introduced into daily classroom life.</p> <p>In KS1 Children will learn Spanish.</p> <p>These languages have been chosen as key business languages aimed at influencing future employment opportunities available to children</p> <p>A 2 clock classroom will ensure that time is regularly referenced to throughout the school day ensuring continuous revision in this area</p> <p>A world map will be in place within every classroom with weekly news being referenced to promote a clearer understanding of the world on a regular basis</p>
P.E To include swimming starting from Year 2	2	Mandatory	1 indoor and 1 outdoor taught sessions. Specialist sports coaches will support the delivery of high quality P.E and set up inter- school networking groups. This will cover part of PPA time
Topic (Humanities) Art and DT Cooking to be included	2 3 when not doing forest schools	Mandatory	A creative curriculum means that subjects are interwoven where possible. Time allocation to these subjects may vary from week to week but there will be equal coverage over a term. This will

			include key enterprise links and visits to support this.
R.E + assemblies	45 mins + daily assemblies	Mandatory	1 taught session per week.
Forest Schools	1 Rolling programme	Optional Expected at CSAT – Northern Gateway	A Forest Schools programme will involve all year groups across the year.

KS2

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths Opportunities to develop financial skills will be included	5 (KS2)	Mandatory	1 hour a day plus an additional 20 mins for mental maths + arithmetic
Reading	2	Mandatory	2 taught hours of reading a week using the Big Read approach. This will start off with whole class sharing of a text and specific teaching of reading skills moving onto a split input method so all children have the opportunity to progress at their own level within the lesson
Writing	5	Mandatory	1 hour and 20 mins a day to include daily SPaG work
Spelling and Grammar	Included in above hours for writing	Mandatory	See above

P4C	1	Mandatory	Themes also covered in assemblies where appropriate
Science	2	Mandatory	
ICT	1	Mandatory	2 hours of taught skills but IT encompassed throughout all subjects with 1:1 iPad model from KS1
Music	2	Mandatory	Taught by specialist teachers during PPA time. Opportunity for every child to be taught an instrument, music technology skills and singing
Continuous provision - MFL/Maths/Geography MFL	1 hour 30 mins	Mandatory	<p>CSAT – Northern Gateway will operate dual language classrooms enabling vocabulary to be introduced into daily classroom life. Once a bank of vocabulary has been built up, taught sessions will support the written development.</p> <p>In KS2 children will continue to work on skills in Spanish learnt in KS1 but German will also be introduced as Dartford is twinned with a German town and has a relatively high percentage of German immigrants.</p> <p>Mandarin will also be offered to high achieving language students as additional provision</p> <p>These languages have been chosen as key business languages aimed at influencing future employment opportunities available to children</p> <p>A 4 clock classroom will ensure that time is regularly referenced to at an appropriate level, throughout</p>

			the school day ensuring continuous revision in this area A world map will be in place within every classroom with weekly news being referenced to promote a clearer understanding of world issues on a regular basis
P.E To include swimming across KS2	2	Mandatory	1 indoor and 1 outdoor taught sessions. Specialist sports coaches will support the delivery of high quality P.E and set up inter- school networking groups. This will cover part of PPA time
Topic (Humanities) Art and DT Cooking to be included	2 3 when not doing forest schools	Mandatory	A creative curriculum means that subjects are interwoven where possible. Time allocation to these subjects may vary from week to week but there will be equal coverage over a term. This will include key enterprise links and visits to support this.
R.E + daily assemblies	1 + assemblies	Mandatory	1 taught session per week.
Forest Schools Rolling programme	1	Optional	A Forest School programme will involve all year groups across the year.
Academies After school	2	Selective	A range of specialist sessions will run for children who meet the criteria for being gifted or talented in an area.

The school day will run from 8.45 – 3.10 with before and after school care running between 7.30am and 6.30pm.

KS1 and KS2 will have morning breaks. KS1 will also have an afternoon break.

Enrichment Opportunities over the course of the week. Whilst participation in these clubs is mandatory, children will be encouraged to participate in three over

the course of the week and get recognition for doing so. Clubs will be built up over time.

Daily lunchtime activities led by Play Workers (TAs). Activities will change termly to keep children's interests but will include: Drama, music, orienteering, reading, sports, animation, news team, photography	Weekly	Voluntary	A wide variety of opportunities at lunchtime to engage children whilst further developing skills and confidence
Football	2	Voluntary	Twice a week after school
Judo	1	Voluntary	Once a week at lunchtime
Karate	1	Voluntary	Once a week after school
Choir	1	Voluntary	Once a week after school
Orchestra	2	Voluntary	
Language Club	1	Voluntary	Once a week after school
Dance/Gym	1	Voluntary	Once a week after school
Cross Country	1	Voluntary	Once a week after school (Autumn and Spring terms)
Reading	1	Voluntary	Once a week after school
Forest School	1	Voluntary	Once a week after school
Athletics	1	Voluntary	Once a week after school (summer term only)
Cooking Club	1	Voluntary	Once a week after school

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

D1 Curriculum Plan

The educational model 'A Curriculum for Today to Power a Better Tomorrow' as detailed in C.3.2, will be used by all CSAT schools. As high achieving schools with consistently improving trends, it is clear that this model has a proven track record of success. With this in mind this section briefly summarises our already successful curriculum and then details the changes that will be needed to ensure its success for the communities surrounding the proposed site of CSAT- Northern Gateway.

When considering the site of CSAT- Northern Gateway, It can be seen from the table below that based on local school information there is likely to be a significantly higher number of pupil premium children at CSAT – Northern Gateway than any of our existing schools. Temple Hill School is nearest to the Northern Gateway site and has 43% of pupil premium children. This will be a key consideration in the adaptations we make to our current provision.

The other key factor that will be considered when looking at adaptations to current provision will be the significantly higher numbers of EAL children within schools in Dartford. Information from the last two census shows that during this period there has been a 120% + increase of foreign born residents in the Dartford (Kent Messenger 2013). This is a 94.9% increase as a percentage of the total population in Dartford and is the second largest increase of non UK residents in the south east. The main groups of residents are Indian (12.1%), Polish (9.7%), Irish (7.8%), German (5.8%) and South African (4.3%). The information from local schools (see table below), supports this with 5 of the 7 schools having above national percentages of EAL children.

Adaptations to our curriculum will be aimed at ensuring curriculum themes and drivers are relevant to this community, that all parents are engaged in their child's educational journey and that the curriculum is accessible to all.

D.1.1 Curriculum Overview

Delivery of the core subjects

Development of basic skills in the core areas will underpin the curriculum at CSAT – Northern Gateway. Significant time will be dedicated to these with all whole class teaching and intervention being taught by qualified and highly skilled teachers. Core skills will provide children with the grounding to achieve highly in areas that interest

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

them and increase future prospects in line with the vision of Dartford Borough Council.

Planning at current CSAT schools has been significantly adapted over time and enables all children at all levels to make outstanding progress. This would be used as the basis for planning at CSAT – Northern Gateway but would be adapted specifically to meet the needs of each and every class. At all CSAT schools we expect exemplary standards from all (teachers, staff and pupils) and ensure that the core skills are not just taught discreetly, but run through every teaching opportunity with children aiming to achieve the same high standards in all subject areas.

CSAT currently use a split input teaching method for the delivery of English and maths sessions and this is something that would continue at CSAT – Northern Gateway. This approach to teaching means that there is limited whole class teaching as all children are taught specifically at their level at all points of a lesson, ensuring maximum progress and attainment. There will clearly be a mixture of levels and abilities at CSAT – Northern Gateway and this method will enable individual needs to be met and children’s learning to be moved on effectively in every lesson.

Additionally we acknowledge that in areas where there are high levels of deprivation, historic personal experience of some families, can sometimes support a negative view of education. At CSAT –Northern Gateway to support our split input teaching method further, we would look at effective planning of learning zones in the development stages to provide students with non-threatening places to learn and achieve. These would include learning caves to support imagination and independence, learning pits to provide recognised areas that offer teacher support and technology learning stations that enable subject content to be delivered in a range of languages, ensuring accessibility to all.

We will use non-class based leaders to support teaching enabling class sizes to be reduced when teaching English and mathematics. This approach enables a more personalised approach to learning, maximising progress as well as having a real impact on confidence. Pupil premium children and EAL children have been seen to thrive in this environment in our current schools as more focussed support can be given and relationships developed that enable children to take greater risks and become more resilient learners.

Robust data systems will be embedded into daily practice at CSAT – Northern Gateway. Planning will be reviewed daily, weekly conversations will happen during PPA sessions with leadership members and action and review meetings will happen fortnightly to ensure data from the core subjects is analysed regularly. These processes will enable intervention to be fluid ensuring the right children receive the support when they need it. The impact of our intervention will be carefully tracked and it can be seen from the results at CSAT -Petts Wood Junior and CSAT Petts Wood – Infants that

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results have improved significantly as a result of high quality teaching and intervention models.

High quality phonics sessions at CSAT – Northern Gateway will be taught daily through streamed Read, Write, Inc sessions. Training will be regularly updated and regular monitoring will ensure the highest standard of phonics teaching at all times. Phonics results at CSAT – Petts Wood Infants remain above LA and national standards. At KS2 additional focussed phonic support will run for children where necessary also using the Read Write Inc approach. Both of these systems will provide a creative and effective approach to phonics that quickly bridges the gaps and impacts significantly on progress. Pupil premium children and EAL children have benefited from the streamed sessions in our current schools and progress of these children has been significant.

Key drivers of the curriculum

Technology and Enterprise will be the key drivers of the CSAT- Northern Gateway curriculum in response to the Dartford vision to develop children that are motivated to support the businesses of Dartford and parents who are keen for their children to be given high quality opportunities within their local community. Each creative theme will have a technology and enterprise focus that will provide a meaningful link to local opportunities. An example of this might be to link a fair trade topic to a Dartford business such as Sainsbury's within the context of digital marketing. The purpose would be to work with Sainsbury's to learn about fair trade principles, linking this to an in store promotion. Another example might be to link 'The Holiday Show' theme to use of the internet as a communication tool and a local travel agent. The business link would provide a purposeful hook for the theme e.g. they want to promote a specific holiday destination and visits to/from the business would be aimed at promoting an understanding of that industry and the opportunities within it.

These drivers are currently used within CSAT – Petts Wood Infants and Petts Wood-Juniors and have been highly successful. We would now look to transfer the enterprise element to Dartford based businesses to make relevant to the children of that area. With the high level of technology expertise within our current schools, we will be looking to transfer and develop further, the cutting edge methods that we have already developed at CSAT – Northern Gateway.

CSAT – Northern Gateway will be a paperless environment as far as is possible with digital screens promoting this even before you set a foot over the threshold.

Technology will be intrinsic to everything that happens in school in terms of systems, organisation and learning. An internet café will also be developed to provide a community hub with a clear supportive ethos, enabling the diverse community to socialise and learn together.

From KS1 a 1:1 iPad scheme will ensure that the best technology to support learning is

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

available in every lesson. Learning stations will enable iPads to be used for independent learning enabling a greater focus on the facilitation of learning that research has shown to be extremely powerful. In our current CSAT schools we have invested significant amounts of time in piloting iPad projects and are now just about to launch a 1:1 iPad model across Year 4. We have also developed a multi-media suite within school, we have an active news team and we have offered significant amounts of free technology training to local schools as a result of the expertise we have at CSAT.

CSAT – Northern Gateway will be taking the use of technology from our current schools to support the need of this specific catchment area. Digital screens will provide clear visual messages that are accessible to all the community irrespective of nationality. The internet café will be developed as a social meeting place as well as a place to come and learn together or ask questions. Engagement in the curriculum will further be enhanced by weekly ‘work on Wednesday’ sessions that will encourage parents into the school environment regularly. The weekly opportunities to be involved in learning alongside having opportunities for professional dialogue, will keep parents engaged and better informed. It also enables parents to see learning and the use of technology first hand, dispelling any concerns very quickly. Children and parent workshops will enable joint learning opportunities. These will be offered as large group/small group/1:1 sessions according to the needs of the parents.

Technology stations within each learning zone will ensure that all children can access learning irrespective of their home language. Where appropriate learning will be translated or visual representations of a topic will be available to support understanding. Having these resources readily available at all times will mean that research in a subject can be carried out in their own language.

This curriculum will be highly creative and relevant to children at CSAT – Northern Gateway. It is our belief that a creative curriculum that is innovative in approach and that makes natural links between subjects, is the most effective way to bring learning to life. A creative theme each term will provide a core purpose for learning with an inspirational hook that starts each theme to really engage children from the start. As far as possible subject areas will be linked providing meaningful learning experiences. To support this approach CSAT schools currently use a modified version of the International Primary Curriculum as the basis for curriculum planning but the curriculum at CAST – Northern Gateway will be modified again in relation to the enterprise and technology key drivers that we are proposing. Our creative curriculum will ensure that not only do children have the opportunity to excel in the core areas but that they have access to learning that is exciting and memorable at the same time as developing outstanding skills in technology and a clear understanding of employment opportunities for the future. As part of the educational offer CSAT-Northern Gateway will also make links with local schools, churches and care homes offering opportunities to participate

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in the life of the Dartford community. All children at the school will be aware of the landmarks in the locality and develop a sense of pride in their community.

A dialogic approach

The dialogic approach was developed by [REDACTED] in the early 2000's and it focuses on the power of talk to take learning to new levels. Through our subject delivery and P4C sessions the CSAT curriculum is constantly offering opportunities for talk that empowers children to engage, contribute, exchange and discuss, thus providing them with skills for life-long learning and active citizenship. An example of this would be in history where we give children the skills they need to be a history detective e.g. knowledge of the types of evidence available, opportunities to discuss the quality of evidence etc. and then rather than provide children with information about WW2, invite them to become historical detectives to find evidence to illustrate what life was like during this period. Through this approach children are given lots of opportunities to discuss and justify their thinking and over time this approach promotes a much greater depth of learning. This model also fully embraces the promotion of the 5Cs, (see C.3.3.5) and children leave our schools as passionate, excited and reflective learners.

D.1.2 Consistency in teaching and Learning

The same expectations, systems and procedures will run across all of the CSAT schools. When considering recruitment of staff for CSAT-Northern Gateway, we recognise that we do have significant capacity at teacher and leadership levels within CSAT-Petts Wood Juniors and CSAT – Petts Wood Infants. We also have outstanding Lead Practitioners who currently work across our schools to ensure consistency in high standards at teacher and student levels. CSAT schools are also very proactive in growing their own teachers. We work closely with Initial Teacher Training institutions and train many students every year, the majority of which we employ. This ensures sustainability in standards with students coming in who are already trained in the CSAT way. With this in mind we would use this expertise to ensure CSAT –Northern Gateway worked to the same expectations and high standards.

D.1.3 Enrichment (include academies, BASC, clubs etc.)

Sport, Art, Music, Creative Arts, Language, Maths and IT Academies will operate for more able children with specific skills in a certain area. These will happen weekly and be taught by qualified teachers with expertise in these areas.

Specialist Music, Sports and IT teaching will be an entitlement for every child. PPA will be covered through the use of these teachers.

A wide variety of enrichment opportunities will run both at lunchtime and after school. TA contracts will include lunchtimes to ensure that the highest quality provision is

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provided across the school day.

Breakfast and afterschool clubs will provide outstanding all around care from 7.30am – 6.30pm.

D.1.4 Pupil Demographics

	FSM (Ever 6)	EAL	SEN
CSAT Petts Wood Infants	7.8%	7.5%	3.4%
CSAT Petts Wood Juniors	15.6%	8.5%	1.3%
Temple Hill Community School	43.3%	25.3%	0.2%
Gateway Primary School	12.3%	18.2%	0.5%
St Anselms Catholic School	11.3%	34.1%	0.5%
Holy Trinity C of E School	23.5%	44.4%	0.5%
Our Lady's Catholic School	6.4%	18.4%	0.5%
Westgate Primary School	23%	26.8%	0%
St Albans Infant School.	16%	29.7%	0.6%
National	26.4%	19.4%	1.4%

D.1.5 Meeting the needs of the specific pupil demographics through the curriculum

The previous section outlined some of the changes that would be made to meet the needs of the specific demographics in the area. Below some additional considerations

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

are referenced.

When considering the increased number of EAL and FSM children at CSAT- Northern Gateway, the dialogic approach (see D.1.1) focussing on quality talk will need to be taken down more specifically to Foundation Stage to provide a solid foundation for future development. Robust baselines will be built on observation rather than testing which is often difficult for EAL children to access and this will provide a vital starting point for subsequent planning.

As stated in the previous section as a school promoting excellence in technology, up to date IT equipment will support in class learning within all year groups, alongside supporting high quality communication with parents through websites and digital displays that have facilities to translate. We have already clearly outlined in the previous section the reason we feel that technology will enhance learning opportunities for EAL and FSM children. However in addition to this the ability to record lessons and translate for independent use on learning stations, will enable EAL children to gain skills, knowledge and independence in other areas whilst developing an early knowledge of English.

It will be vital to fully understand the needs and aspirations of the community of CSAT – Northern Gateway to ensure that the education provided fully reflects the views of all groups within the community. Parental engagement from the outset will seek to gain information through regular parent questionnaires alongside parents forums and small parent working parties. These will enable us to explore their views on how they feel education should influence the future of Dartford. We will also seek to link with local businesses to produce a newsletter of development in Dartford. It will be vital to educate the whole community on the diverse business opportunities and developments in Dartford and, if we are promoting employment possibilities from a young age, it is vital that we ensure they match cultural and religious expectations.

When considering disadvantaged/LAC children the engagement with parents/carers from the outset will be vital. Education will extend beyond the classroom to ensure that young children have the experiences they need and on which to build educational success. Transition will be managed carefully with a family worker engaging with the families from the beginning to build up strong support networks. Every disadvantaged/LAC child will also have a 'corporate parent'. This is key to developing the whole child, taking an interest in them as an individual and developing confidence and resilience beyond the classroom environment. Transition at all stages of education will be geared to the individual child with appropriate transition structures in place to ensure that each child is able to seamlessly move through the education system. Staff will receive on-going training on engagement in learning for these children and robust data systems will highlight success and changes needed in terms of learning. Provision will be thought about with a 'can do' attitude and an 'out of the box' thought process.

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

Expectations for these children will be in line with other children and a 'no excuse' culture with regards the levels they achieve.

With a focus on improving the more able outcomes from the outset, children will be identified and their progress tracked regularly to provide experiences that will ensure they have the opportunity to develop at a rapid rate. Children's needs will be identified from Foundation Stage, with regular reviews aimed at identifying additional children who are demonstrating a specific gift or talent in an area.

Support programmes for SEND/LAC will include parent and child working together sessions to ensure an effective collaborative partnership between home and school, additional support sessions for groups of children before or after school and holiday schools. All of these will run alongside our focused in school intervention programmes which will include core subject intervention, speech and language support, social skills programmes, Lego therapy, pet assisted therapy and externally sourced occupational therapy programmes. All programmes/intervention groups will be run by teaching staff in school with the exception of the PAT and OT therapy and the academies for the more able which may use a combination of in-house staff and qualified coaches. Programmes from the above list will run through the primary age range as appropriate. All staff will have regular training on specific SEND needs and a family worker will provide valuable support to the local community. Effective SEND support was something that was highlighted as an issue for parents through our consultation process. CSAT schools already have vast experience of supporting children with a vast array of need. You will see from our results at KS1 and KS2 that FSM and EAL children do very well at our schools and this is a direct result of having clear processes to identify need and clear programmes to address the need identified.

Intervention for core subjects will be based on the Singapore model of picking up misconceptions quickly and addressing them in a 1:1 or small group situation to ensure that gaps don't grow. This is a method that has been highly successful in our current schools and therefore a method we plan to use at CSAT – Northern Gateway.

D.1.6 The CSAT – Northern Gateway Nursery Curriculum

The themes and practices of the Early Years Foundation Stage will be at the very heart of the CSAT – Northern Gateway nursery curriculum. Each session will allow for plenty of free play with our highly qualified staff on hand to interact and support the children while they follow their personal interests. We will ensure that there is a clear structure throughout each session and plan daily small group activities. Every child will have a small group phonics session each day. Additional to these phonic sessions the children will also have small group focus time where they engage with stories, songs, music and mathematical concepts. We will ensure that through all activities children are highly motivated, are able to play and explore, are given opportunities to think critically and

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

can communicate their ideas. We believe that the development of language is the key to educational success. Through all activities our practitioners will model expert language skills and encourage children to develop their speaking, listening and understanding skills. All of our staff will have the appropriate qualifications with many being employed from the Early Years Initial Training scheme that we currently run within school. These highly trained staff have an expert knowledge of child development, which will be reflected within the sessions they plan and deliver.

As well as these small group sessions the children will have access to specialist coaches for PE, foreign language lessons, regular cooking sessions and Forest School sessions.

Every child will have a key worker who plans, observes and assesses their key children. These key workers will also lead a 'family group' with their key children in it. The small group sessions will be taught within these family groups. This allows the child to become used to being a valued member of a team who communicates effectively within a group in preparation for joining a larger class structure once at school.

Our curriculum will have a theme each term which we will share with parents. Whilst our themes are thoroughly planned and linked to all of the Early Years Foundation Stage areas of learning, our practitioners will be highly flexible and ensure our planning is personalised for each child within the setting to truly meet their individual needs.

In order to provide a stimulating and purposeful curriculum we will arrange for hands on experiences within our themes. These will include visits from different professionals during our 'People Who Help Us' topic and having first-hand experience of nurturing chicks while learning about their life cycle in our 'Growing' topic.

Our indoor and outdoor environments will provide for all areas of learning through designated areas. Our practitioners will ensure that each area of learning is planned for and effectively resourced across the week.

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

D2 Measuring pupil performance effectively and setting challenging targets

D.2.1 Targeting Excellence

The data table below shows KS2 results for the current CSAT junior school and schools surrounding the area of CSAT – Northern Gateway.

	% achieving level 4+ in reading, writing and maths in the last 3 years	% achieving level 5+ in reading writing and maths in 2015
CSAT – Petts Wood Infants	N/A	N/A
CSAT – Petts Wood Juniors	90, 94, 96	51
Temple Hill Community School	62 69 83	25
Gateway Primary School	87 93 97	50
St Anselms Catholic School	80 89 97	33
Holy Trinity C of E School	58 71 62	13
Our Lady’s Catholic School	90 97 97	48
Wesgate Primary School	53 83 90	23
St Albans Infant School.	N/A	N/A

Consistency in approach to target setting, assessment and behaviour

Target setting across CSAT schools will be a joint process with Senior Leaders using school based data, FFT band 5 expectations alongside previous trends, to set aspirational targets that are achievable as a result of consistently high quality teaching and a ‘can do’ mind-set. This is currently the model of target setting at other CSAT schools and CSAT –Northern Gateway will become a part of this process.

A data tracking system will allow teachers to assess children’s progress on a daily basis as they teach, by recording pupil achievements on their iPad through a data based tracking system. These assessment systems will provide termly information in a consistent ‘school on a page’ style that will inform leaders and directors of key

D2 – measuring pupil performance effectively and setting challenging targets

indicators of success on a termly basis. Termly moderation of data across all CSAT schools will take place before data analysis is finalised, again ensuring consistency in expectation. Baseline will be assessed through a series of observations and these will again be benchmarked across the trust. We will also encourage MAT to MAT working to ensure consistency across a significant number of schools in the authority. Again these systems are already in place at other CSAT schools and have proved to be very effective.

A monitoring timetable will be included in the School Improvement Plan for CSAT-Northern Gateway and will link directly to school priorities. There will be clear lines of accountability for carrying out monitoring which will include weekly book scrutiny, regular learning walks, planning scrutiny and more formal observations. Monitoring of data will happen bi-weekly at action and review meetings, with highlighted children being selected for intervention for the following two weeks to bridge the gaps identified. The Key Stage Manager at CSAT- Northern Gateway will be responsible for collating the data and presenting to the Headteacher for further discussion. The 'school on a page' sheets will form a key part of the Directors Meeting agenda enabling all key stakeholders to be informed at all times. There will be a finance and standards version of 'school on a page' to ensure directors have the key information about all schools.

A consistent behaviour policy will be in place at CSAT- Petts Wood Infants, Petts Wood Juniors and CSAT Northern Gateway. We have already adapted our current behaviour policy to ensure it would be effective in all of these schools despite differences in pupil intake.

Academic targets

Targets will be set using school information and an aspirational mind set to achieve the very best outcomes for all children. As with our current schools we will be aiming to set targets within the FFT band 5, ensuring that we are amongst the best in the country.

In 2018 target for GLD for FS CSAT – Northern Gateway is planned to be 85% significantly above national and in line with our other CSAT infant school.

In all year groups we plan to set an expectation of 90%+ of pupils to be working at expected levels at all data collection points, with outstanding progress being demonstrated in all year groups. At above expected standard we will plan for outcomes well above national and in line with FFT band 5.

KPIs to measure success

In addition to academic targets, the success of CSAT – Northern Gateway will depend on high expectations and achievement in all areas. In addition to expected KPIs we have measures linked to technology, enterprise and enjoyment as these are key to the vision of CSAT.

D2 – measuring pupil performance effectively and setting challenging targets

1. 95% of children will have above average skills in technology
2. 100% of children at year 6 will say that they have an understanding of some jobs that are available to them as an adult
3. 100% of children will say they enjoy being at CSAT – Northern Gateway
4. Attendance will be consistently above 96%
5. Few behaviour incidents will be recorded in the behaviour log and there will be no exclusions
6. 50%+ of teaching will be outstanding and none less than good
7. 95%+ of parents will strongly agree that CSAT-Northern Gateway is a good school
8. 95%+ of all stakeholders will agree that CSAT –Northern Gateway has had a significant impact on the wider community
9. There will be 80%+ participation in enrichment activities at lunchtime and afterschool
10. 100% of staff will agree that they feel a valued member of the CSAT team and have had opportunities for development

D.2.2 High Quality Teaching as an expectation

CSAT schools believe that children have a right to high quality teaching every day. For this reason CSAT have in place a core CPD offer for all staff as we believe that this is a crucial part of developing talent and expertise across the trust as well as ensuring sustainability of CSAT schools growth and future success. CSAT has a staff development plan that covers a three year period and enables us to plan for the development of high quality leaders and teachers according to identified need and personal aspiration. We also offer an outstanding teaching programme that is personalised to the individual and is delivered by our outstanding lead practitioners.

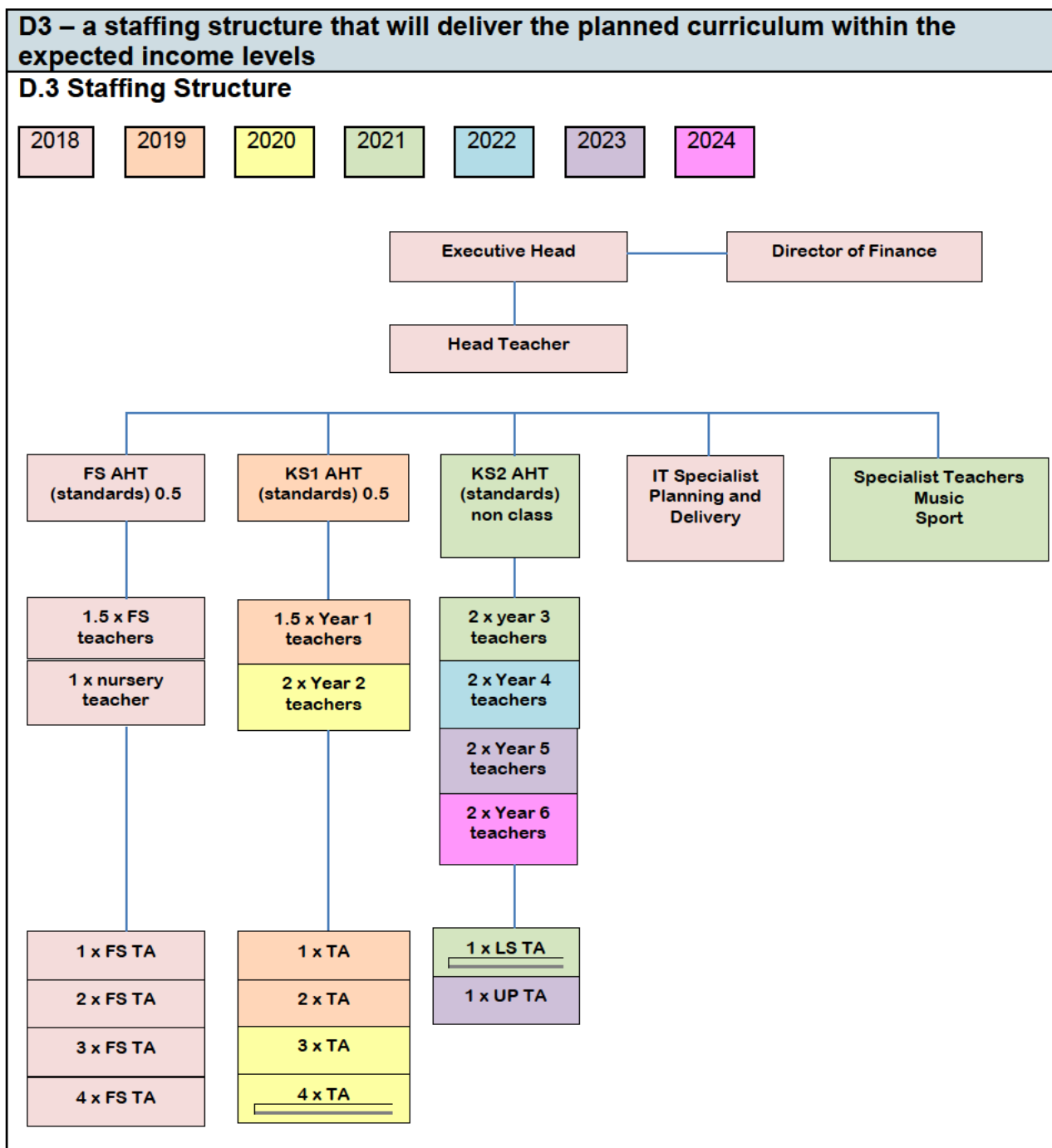
All CSAT schools will follow the same systems and procedures and this will include moderation of teaching standards across all schools within the trust. Teacher profiles will be created as a result of triangulated evidence, with weekly monitoring giving regular opportunities for feedback. Team teaching and observation across the trust will provide a strong support mechanism for students and newly qualified teachers and Senior Leaders across the trust will also support between schools to share expertise and provide support where needed.

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

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- use space provided below; and
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D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Creative arts, Humanities and R.E/Development of British values - TLR posts 2a to be taken by teachers. To be in place by 2020, AHT, HT to take these roles until then

*SENCO will be SENCO/AHT and recruited into FS AHT until 2019 when need will be reassessed and an Inclusion Manager considered.

The Executive Headteacher (EHT) has already ensured that the Headteachers in the current schools in the trust are highly skilled. They are able to run their schools effectively under the structure of specific systems and processes that enable the EHT to have a firm grip of standards, providing constant support and challenge where needed. This structure would allow the EHT to take on other schools without having impact on current schools within the trust.

There is scope to fill the Headteacher position at CSAT –Northern Gateway from staff working currently within the trust. We have a bank of highly skilled Assistant Headteachers (AHTs), several of which are ready for Headship. They are already trained in the systems and processes of Crofton that have a proven track record of being successful. We are aware that if we cannot provide them with opportunities for promotion, the likelihood is that we will lose them to a school outside the trust. If we are successful with our bid for CSAT – Northern Gateway we will advertise the role of the Headteacher both internally and externally to ensure the best candidate for the post. However we have no concerns about recruiting to this post as previously stated we have clear in house expertise that could competently take on the role.

The same applies to the Assistant Head Role (AHT). Our staff development plan has enabled us to track and provide training to meet the aspirations of all our staff resulting in a number of staff who are ready to be AHTs. Not only does this give us capacity for the new school but will enable us to fill the position of AHT within our current schools should a member of staff move to the Headship position of the new school.

The Crofton Schools Academy Trust fully acknowledges that the quality of teaching underpins the success of any school and has developed a strategy to grow its own teachers where possible. It is part of the Bromley Collegiate Initial Teacher Training programme and as such takes an active part in the training process both for the students at the school and those in other schools. As a result we employ the majority of the teachers we train and when considering the staffing of a new school, we would look to increase our numbers in this area. In addition to this we are accredited to train Early Years Teachers and we have recently worked with Bromley Collegiate to create a qualification that if completed successfully, allows transfer to QTS status, giving us additional scope for teacher employment.

The vision for the new school is very dependent on highly effective IT provision

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

therefore it will be vital to employ someone who is not only an expert in IT but also a highly skilled classroom teacher. Initially as the school grows we will have capacity in the trust to share an already employed IT lead. In the long term we would look to employ someone full time to take up this position.

Lead Practitioners already employed within the trust are either non-class based or have a part-time teaching commitment and would therefore be available to deliver bespoke outstanding teacher programmes for staff at the new school. This would ensure exemplary teaching from the outset and provide mentors for on-going coaching and support if needed.

The trust currently runs a highly effective NQT programme and any NQT employed would become a part of this programme. Not only would it offer quality support but also enable a new teacher to form a strong network of colleagues in a similar situation.

If the income level were to drop due to NOR not reaching full capacity we would look to remove the AHT post and make this an additional responsibility for a classteacher with a TLR payment. The IT specialist post would temporarily be removed and we would use our in house staff expertise to provide the support required until this can be recruited for. With the support of the Executive Head Teacher and the new Head Teacher in post we are confident that these changes would not detract from the Outstanding education the CSAT-Northern Gateway will provide.

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

D4 Inclusivity

Schools within the Crofton Schools Academy Trust highly promote the positive aspects of living and working in a culturally heritage-rich society. Discrimination on the basis of colour, culture, origin, gender or disability is unacceptable in our schools and is challenged and monitored. We expect that every child and adult within the school community will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals. We acknowledge the complexity of British society, seeking to

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

emphasise the common elements and values of our diverse heritages. In this respect our practices are committed to ensuring a fully inclusive school.

D.4.1 Being an Inclusive school

CSAT –Northern Gateway will warmly welcome children from all faiths. It will demonstrate a commitment to the school community, embracing and celebrating diversity.

There will be a strong staff knowledge of all faiths that attend the school. Staff will appropriately and sensitively deal with individual beliefs such as separate eating and non-participation in specific events such as Easter. All families will feel understood by the school and confident to share cultural needs with us.

CSAT – Northern Gateway will actively seek to encourage all members of the local community to attend the school. We will ensure that we have up to date knowledge of our community and seek to involve the school with all faiths and religions in the area through visits, visitors to school and involvement in community celebrations.

The school environment will be highly reflective of the current school population. Prospectus/websites etc. will ensure all members of the school community are represented. All children will have work celebrated on displays with multi-cultural themes being clearly evident around the school.

Parental information will be accessible to all with documents being available in a range of languages. Parent champions will be enlisted to support others in a range of areas such as teacher/parent communication and community involvement.

CSAT-Northern Gateway will have a robust policy system as in other CSAT schools. All policies relating to inclusion will be shared with staff at the beginning of each year with regular training being calendared well in advance. Yearly training will include equality, Prevent, FGM, behaviour, anti-bullying and safeguarding. CSAT are very proactive in taking on new guidance and making the appropriate changes as needed. Key safeguarding points including Prevent and FGM will be sent to staff termly to ensure they are fully informed at all times.

Clear behaviour expectations are key in order to achieve exemplary behaviour across the school. At CSAT- Northern Gateway there will be a robust behaviour policy in place and staff will be given regular updates and opportunity for discussion at staff meetings to ensure there is consistency in its implementation. The policy will include a reward system that will promote the 5C's (C.3.3.5) and relate directly to key elements in SMSC and British Values strands. There will be a clear no tolerance policy of inappropriate behaviour such as bullying, homophobic language or racism. Training in behaviour will be extended to all staff so that consistency in behaviour expectation runs across the school day.

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

D.4.2 Ethos and culture

It is the trusts belief that ethos and culture is central to a schools success. As a trust we recognise that all members of the school community have an equal right to develop their potential with everyone being treated as an individual with their own abilities, backgrounds, differences and attitudes being recognised. As a trust we will ensure we have a real understanding of the local community, providing experiences and opportunities that will inspire all. Staff will be ambassadors for inclusion and equality, constantly striving to develop positive attitudes in our young people.

P4C sessions will enable our children to explore differences within a structured framework and ethics code. Children will develop an understanding of each other's cultures and beliefs alongside the development of specific qualities that encourage, interest, understanding and respect. The 5 Cs (see section C.3.3.5) will also directly support this and in turn enable us to produce educated individuals who have an intrinsic respect and excitement for diversity alongside a strong sense of community.

The curriculum will drive ethos and culture by having a clear termly plan for SMSC/British values and themes which will also run through assemblies. As a result inclusivity will always be at the forefront of our thinking enabling us to ensure every child develops high self-esteem, is able to work effectively with a variety of pupils and feels a valued member of the school community.

Clear policy will set out trust expectations and give clear guidance for breach of policy. Discrimination of any kind will not be tolerated by the trust.

D.4.3 A Curriculum for All

Our curriculum will aim to equip children with awareness of an increasing diverse society and of presenting the world as it is and how we would like it to be. The curriculum from our other schools will be used as a basis but it will be re-written to specifically reflect the diversity of this specific community. The curriculum will not only provide the necessary experiences and opportunities through the hidden curriculum but we will structure our creative curriculums so that they each incorporate the 5 strands of the British Values and the 4 strands of SMSC (referred to in above section). This is a method adopted in our current schools and enables our children to use their learning in purposeful contexts as well as enabling them to develop their understanding of British Values and SMSC to a deeper level.

The drive to ensure the curriculum is suitable for all will start long before the school opens. Home visits, participation in community events, liaison with agencies within the area, alongside data already collected, will provide the seeds needed for strong curriculum growth. As the school increases in size parent governor involvement at curriculum meetings, regular parents workshops and forums alongside the provision of daily community activities will enable the curriculum to be built in true community

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

partnership and be kept under constant review.

IT will play a huge part in quality curriculum delivery for all. Facilities to translate lessons/parent information where appropriate alongside on-line learning opportunities for children and adults, will form a core part of the provision offer. The emphasis will be on the development of a learning community and quality learning for all children every day. Examples of this will include lessons delivered during the day being available online in home languages or children with high mobility having access to online learning whilst school changes occur.

In terms of resourcing the curriculum it is vital to reflect the diversity of the school community in the resources used in school. Reading material, curriculum themes, enterprise links and parental information will be chosen carefully to ensure full community engagement and participation.

D.4.4 Promotion of SMSC/British Values

Having acknowledged the importance of SMSC and British Values in previous sections, the following seeks to give examples of the types of activities that will be in place at CSAT-Northern Gateway to enable these key elements to be addressed successfully;

SMSC

- Social strand - we will ensure that our creative curriculum allows all our children regular opportunities to practice conflict resolution and learn how to co-operate with others.
- Moral strand - we will ensure that our creative curriculum allows all our children regular opportunities to understand the consequences of their actions, recognise right from wrong and to offer their own views about a range of issues including E-safety.
- Spiritual strand - we will ensure that our creative curriculum allows all our children regular opportunities to reflect upon their experiences, to know why it is important to show respect for different people's feelings and values as well as providing the type of experiences that enable children to enjoy learning about themselves and others.
- Cultural strand - we will ensure that our creative curriculum allows all our children regular opportunities to participate in a range of cultural activities and to gain an understanding of the cultural influences that have shaped their heritage.

British Values

- Democracy- we will ensure that we enable all children to experience collaborative decision making and to learn about the basic principles of democracy and how democracy works. To support this further we also provide

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

our children with 'real life' experiences' of the democratic process at whole school level e.g. elections for school council and whole school voting to support important decision making.

- Rule of Law- we will ensure that all children have opportunities to understand the importance of rules and law. To support this we also invite the Police, Fire Brigade etc. into school to share information with the children.
- Individual liberty- we will ensure that we provide all children with opportunities to make their own choices and follow their own interests.
- Respect for self and others- we will ensure that we provide all our children with opportunities to self-reflect so that they are able to value themselves as individuals as well as respecting the needs and wishes of others.
- Mutual respect and tolerance of others - we will ensure that we provide our children with opportunities to celebrate, their own faith, as well as different faiths and cultures. To further support this we will visit religious places, celebrate a range of festivals and invite religious leaders and group members into school.

D.4.5 Engaging the community

The key to delivering an appropriate curriculum that is valued by all is dependent on the relationship that the school has with the community. The key priority for all staff at the school will be to understand and be involved in the community they are working in. CSAT –Northern Gateway will be the hub of the community, the use of the school buildings will be encouraged for community groups as well as school based sessions and if space allows we will also encourage on site medical provision so that we can provide a cohesive approach to education and well-being.

Home visits before children start school will enable a positive relationship to be built from the beginning. It also enables staff to have a full understanding of the cultural values and beliefs of a family from quite complex information to more simplistic matters such as pronunciation of a name.

CSAT train their staff regularly in all aspects of inclusivity. All staff will be confident in using inclusive language and as a result the wider community, including parents, will feel able to effectively engage with the school.

At CSAT – Northern Gateway we will actively seek out expertise from the wider community to support our creative curriculum driven by enterprise and technology. Not only will this support our goal of designing a curriculum that will specifically suit the location of the school but it will also enhance the relationships that we are building with all stakeholders. Examples may include a parent enterprise link, parents supporting specific topics/themes e.g. black history month or visitor/visits links.

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

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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 Need for CSAT – Northern Gateway

Dartford’s corporate vision since 2010 has been to make Dartford “the place of quality and choice, a place where people choose to live, work and enjoy their leisure time.” (Benefit take up strategy 2010)

In the KCC Commissioning Plan 2016-2020 it clearly confirms the standards it is trying to achieve with a view to improving life chances for children in Dartford.

The Kent vision states that:

- Every child and young person should go to a good or outstanding early years setting and school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve.
- Kent should be a place where families thrive and all children learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life, no matter what their background.
- We have the same expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.

(Kent Commissioning Plan for Education 2016-2020)

Subsequent development plans since this time have been devised with a view to delivering this vision within the framework of increasing population growth (particularly over the last few years) within the Dartford area (KCC Commissioning plan for

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

Education 2016-2020) .

Dartford Plans promote sustainable growth, infrastructure development and regeneration within the Borough, while seeking to enhance a sense of place, and maintain and enhance its heritage, open space and existing residential areas (Dartford development policies plan Dec 2015)

When considering the need for places it can be seen from the figures below that are taken from the recently compiled KCC Commissioning Plan, that there is a significant need for reception and primary places in the Dartford area.

Figure 10.3: Current and forecast surplus / deficit of Reception places in Dartford mainstream schools

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dartford	1,460	52	-2	-25	-34	-45	-40	1,460

Figure 10.6: Current and forecast surplus / deficit of Primary places in Dartford mainstream schools

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dartford	9,191	147	11	-74	-249	-362	-466	10,155

Dartford and Gravesham are the only areas in the Kent plan that are highlighted as red and a serious concern.

When splitting the areas in Dartford down specifically according to need, it can be seen that many additional places are needed across the Dartford area.

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

School-based surplus/deficit capacity summaries: Year R:

Planning Group	2014/15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dartford North	180	3	9	-5	-4	-5	-2	180
Dartford East	360	1	-28	-37	-22	-35	-33	360
Dartford West	350	-3	11	-14	0	-5	-5	350
Joyden's Wood and Wilmington	180	3	-3	5	-4	5	3	180
Swanscombe and Greenhithe	210	33	-13	24	-4	-4	-4	210
Dartford Rural South	180	15	22	1	0	-2	2	180
Dartford	1,460	52	-2	-25	-34	-45	-40	1,460

All Year Groups:

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dartford North	1,020	15	2	-18	-33	-42	-44	1,245
Dartford East	2,250	13	-36	-85	-131	-172	-210	2,520
Dartford West	2,390	-36	-42	-72	-104	-116	-125	2,450
Joyden's Wood and Wilmington	1,086	-14	-17	-15	-54	-71	-95	1,180
Swanscombe and Greenhithe	1,260	70	35	66	53	43	35	1,500
Dartford Rural South	1,185	99	70	50	21	-4	-27	1,260
Dartford	9,191	147	11	-74	-249	-362	-466	10,155

(Extract from the KCC Commissioning Plan 2016-2020)

CSAT – Northern Gateway will serve schools both in the Dartford West and Dartford East area.

The KCC commissioning plan also outlines the reason for specific rise in need, referring to inward migration connected to significant house-building and the birth rate which is higher than both the Kent and National.

They state that whilst Dartford's birth rate dropped significantly in 2013, the impact of a significant increase in birth rate in previous years is the main cause behind the pressure for places.

To meet this need KCC have already facilitated expansions at seven primary schools in recent years however demand is continuing to increase beyond available capacity.

The KCC Commissioning plan states:

There are currently 26 Primary schools distributed across six planning groups in Dartford. 1,460 Reception Year places were available in 2014-15 and currently that remains the capacity for 2015-16. However, the significant uplift in migration into the borough, and in particular Dartford Town, during the past two years is expected to continue. Consequently, the forecast numbers are higher than previously envisaged, and will require more school places to be created in the short and medium term.

The pressures in Dartford are most acute in Reception Year as larger cohorts enter the school system. The Borough's birth rate continues to be above the Kent and National levels, although in 2013 did see a drop. Again high levels of inward migration are

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

expanding the cohort sizes annually

Total Primary rolls are forecast to increase significantly from 9,044 pupils in 2014-15 to 10,621 in 2019-20.

(Kent Commissioning Plan for Education 2016-2020)

The housing expansion previously referred to is focused on approximately 17000 new homes being built in seven key areas. These are: Eastern Quarry, Stone, Ebbsfleet Green, Ebbsfleet, Swanscombe Peninsula, Dartford Northern Gateway and Dartford Bridge. Each of these new developments have proposed two form entry primary schools planned within them as a part of the strategy to ensure there are enough primary places within Dartford in the future.

The Need for a Nursery

In addition to the information given in C2, as a result of our liaison with KCC we have also been informed that the latest figures in June from the DWP show that there are 398 FF2 places needed in Dartford District. Of these, 35 places are needed in Town Ward and a total of 64 places in Joyce Green and Littlebrook Wards which all fall into the Northern Gateway development.

They state that whilst they currently have enough places for 2,3 and 4 year olds in the town, there is only one provision in Joyce Green Ward which takes children from both this ward and Littlebrook. Bearing in mind the size of the Phoenix Quarter development (approx. 650 homes), and the Millpond development (approx. 400 homes), there is likely to be a sufficiency problem in the future.

Although KCC state they are not currently clear about the impact of the 30 hours funded provision, they do know that not all sessional providers will be able to open for long enough due to restrictions on their venues. They state that the full day care settings could also potentially cap the amount of 30 hour places they offer due to the funding amount they receive.

In conclusion KCC acknowledge that they already have a shortage of provision in both Joyce Green and Littlebrook Wards which form part of the Northern Gateway and would therefore look to new schools to accommodate 30 hours provision to support this.

(The information above was obtained from the Early Years Sufficiency Team KCC)

Address Underperformance

Whilst 5 out of the 7 surrounding schools to CSAT- Northern Gateway are performing significantly above national in terms of the number of children achieving L4+ in reading, writing and maths, there is still one school significantly underperforming in this area and one school that is currently showing results that are around national with a history of

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

significant under performance in this area.

In addition to this, three of the seven schools have a Requires Improvement Ofsted grading with all the others being good. There are no outstanding schools in the proposed area of the CSAT-Northern gateway site.

CSAT – Northern Gateway will provide a level of education currently not available in this immediate area. Also the influence of CSAT-Northern Gateway on local schools as a result of collaboration, will ensure improvement in standards wider than the school.

Innovation

CSAT – Northern Gateway, as in all other CSAT schools, will be at the forefront of innovative practice. As a result of many experts across the trust, a desire to understand and contribute to policy nationally and the determination to ensure we provide an outstanding education in an ever changing landscape, CSAT- Northern gateway will see innovation as an intrinsic part of what they do. CSAT believe that innovation directly supports outstanding practice and will be essential when inspiring and engaging a new community such as this.

Add to local choice and diversity

KCC have outlined the priority for skills at a sixth form level in Dartford as Retail / Sales / Customer Service, Business Administration, Health and Social Care, ICT and Transport and Logistics. Dartford Borough Council has also stated that they want Dartford to be a desirable place to work and therefore it is vital that children understand the local opportunities available to them. From the information gathered parents are also unanimously supportive of the link to business and technology and would welcome this innovative approach.

With these key points in mind we have built a curriculum for CSAT – Northern Gateway that addresses the needs and aspirations of the local community. The curriculum at CSAT – Northern Gateway will not only produce well educated pupils into the Dartford work place, but pupils that have a good understanding of the local opportunities available to them as a result of our enterprise driven curriculum. We will ensure that some of the enterprise links address the key skills identified in the KCC commissioning plan, to create well informed and interested individuals from a young age. Technology as a key driver will also support the development of a priority skill for Dartford from the outset, as well as producing highly skilled students that are at the forefront of technology development.

Social Need

CSAT – Northern Gateway will be part of a brand new and fast developing community. It is the aim of CSAT – Northern Gateway to provide a central hub for the area, bringing a new community together through the events that it holds and the use of its buildings

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

to support local needs.

Respond to parental demand

A larger than average number of parents asked about SEND/Autistic provision and as a result we have altered the initial staffing structure we had devised, to include skilled leadership in SEND from the outset. This will initially be attached to the FS AHT role with an Inclusion Manager being employed at a later date. We will also ensure when employing the new Headteacher that they have experience in this area by adding to the job description. We have also added a family worker to our staffing structure from the outset as many of people interviewed were stating that it was hard when dealing with autistic children and they felt they needed greater support.

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

E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

In order to ascertain information from a variety of parties with regards their views on the vision for CSAT – Northern Gateway, we undertook the activities detailed below:

Stakeholder	Activity undertaken
Pre-schools/Nurseries	Visited a range of pre-school settings and spoke with parents at the gate. Distributed leaflets to a variety of day nurseries with a system to record views.
Occupied housing surrounding the site	Made door to door calls to ascertain views of prospective parents.
New housing in the process of building	Visited the show homes as specific to this site and distributed leaflets with a system to record views.

E2 – successful engagement with parents and the local community

Local businesses	Contacted the centre Manager in Dartford Sent leaflets to a range of local businesses with a system to record views
Churches	Sent leaflets to a range of local churches with a system to record views
Wider community research	Sought views during market day from a range of Dartford residents
Internet advertising	Added a free school tab to our current website which enables people to register their interest

A sample of information collected from our research is included in appendix A. (Other sheets are available if needed)

Collated information is included in Appendix B

Example of leaflet is enclosed in appendix C

Findings from Market Engagement

Parental response to the CSAT-Northern Gateway Vision

It was clear from our market research that most of the pupils would come from DA1 and DA2 as 75% of stakeholders targeted were from these areas. Parents were clear from the information gathered that there is currently some difficulty in getting their children into good schools in these areas with 51% stating this as an issue for them. Many of the parents who did not feel this was an issue explained that they had sibling links or were very close to a good school. What was clear however is that parents from other postcodes were extremely positive about the vision of the CSAT – Northern Gateway school and would choose to send their child to the school should there be places available.

Marketing targeted 148 parents across Dartford. We sought views at nurseries, at the local shopping centre and during market day. 100% of parents were overwhelmingly positive about the CSAT vision and stated it was the sort of school they would like their child to attend.

From our sample of potential stakeholders it can be seen from the collated information (Appendix B) that the vision of CSAT-Northern Gateway was received very positively with 100% of those interviewed stating that this is the sort of school they would like

E2 – successful engagement with parents and the local community

their child to attend, with 99% agreeing specifically with the focussed business links.

Looking at the top 6 things identified by our sample as being the most important in terms of education (see collated sheet Appendix B), we believe we can successfully meet these as a result of the following:

- In terms of Ofsted we have a proven track record, understand what outstanding looks like and have the drive and vision to achieve this
- Good quality teaching is key to the quality of education received and we have a proven track record of producing teachers of a high standard through the training and coaching systems we have in place
- Learn and have a good education –The evidence can be found in the schools we already run
- Children are happy and content - This is an intrinsic part of what we do and evidence can be found in the schools we already run
- Behaviour – We have a secure behaviour policy that has already been adapted to deal with potentially more challenging situations. This is based on expertise from staff in school who have worked in schools where there has been challenging behaviour.
- Autistic/SEND Provision – As stated in E1 we have increased the expertise in this area from the outset in line with parent views and would be happy to discuss the possibility of a unit with the Local Authority should it be felt there was a need or alternatively a nurture provision if space allowed.

In terms of parent's wishes for education we feel many would be intrinsically included in our current vision such as; children having fun and being happy, greater discipline, sports/art and music, a second language earlier, trips, involvement with parents, equality and no bullying, forest schools, providing an all- round education, strong values, a good level of support and smaller class sizes through the intervention processes adopted.

However in response to the views gained we would however ensure we included cooking, swimming and financial skills in our curriculum planning.

We also distributed information to 50 local businesses. Those we were able to talk to during the leaflet distribution process were very supportive of the CSAT – Northern Gateway vision and we hope to work in partnership with many of them in the future.

Through our contact with local Churches we received the email below demonstrating support for our vision to this developing area

From: [REDACTED]

E2 – successful engagement with parents and the local community

Sent: 13 September 2016 13:34

To: [REDACTED]

Subject: Re: Crofton Schools Academy Trust

Hello

I would like to confirm that the St Edmunds Living Well Church would welcome the addition of the Crofton Schools Academy Trust to the growing Temple Hill Community.

The church currently enjoys a very good relationship with other established schools in the area and would look forward to working with both the proposed free school and its pupils.

The expanding community in the Dartford Northern Gateway will definitely need a school within the brand new neighbourhoods that can satisfy the needs and aspirations of the numerous new families moving into the properties currently under construction, and we are sure the Crofton Schools Academy Trust free school offering will be able to meet that challenge.

Best wishes

[REDACTED]

[REDACTED]

Our On-Going Marketing Strategy

Our website is now up and running and stakeholders are already making contributions and will continue to do so following a decision on this application.

Should we be successful we will also put advertisements in local newspapers, we will re-visit the market and nurseries, as these were key locations for engagement of the local community, to disseminate more detailed information.

We will also disseminate school information through social media

We will hold a meeting at a venue near to the school site to engage parents and answer questions

We will hold some open days to enable parents to view the quality of education offered at the CSAT schools

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]	Kent	[REDACTED]	[REDACTED]	[REDACTED]	1/2 days
[REDACTED]	Bromley	[REDACTED]	[REDACTED]	[REDACTED]	1/2 days

				statutory accounts.	
[REDACTED]	Bromley	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	1 day
[REDACTED]	Bromley	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	As needed

				[REDACTED]	
[REDACTED]	Bromley	[REDACTED]	[REDACTED]	[REDACTED]	As needed

- We have a wealth of expertise at governor and director level and these people are willing to help with school set up as needed.

F1 (a) Skills and experience of your team

Email from [REDACTED] confirming capacity

Dear [REDACTED]

In May, I sent you a Trust Capacity Survey. This has been sent out to the majority of Trusts within the South East and South London (SESL) region. I would like to thank you for completing the survey and providing me with your future plans. The responses have been used to assess whether we have enough capacity in the region to support failing schools; to open new provision to meet the needs for school places and to provide a home for maintained schools wishing to convert to academy status and join a Trust.

The information you provided in the survey and a range of other factors have been used to review and agree an indicative growth plan for your Trust; these factors include the number, feature and geography of schools currently within your Trust, your overall performance and track record.

Based on your response, I have carefully considered the information you submitted and would like to confirm that I am content, in principle, for you to grow in the next three academic years by up to the following projects, in this region:

16/17	Primary	Number of pupils	Secondary	Number of pupils
Converter	3	840	0	0
Sponsored	0	0	0	0
New provision/free school	0	0	0	0
17/18				
Converter	2	840	0	0
Sponsored	0	0	0	0
New provision/free school	0	0	0	0
18/19				
Converter	0	0	0	0
Sponsored	0	0	0	0
New	1	60	0	0

F1 (a) Skills and experience of your team

provision/free school				
-----------------------	--	--	--	--

The table above does not include any projects that are within your Trust's current pipeline, as these have already been approved. An academy is in the pipeline if it has received an Academy Order (AO) but has not yet opened. A free school is in the pipeline if you have received official confirmation that your application has been approved into pre-opening, but it has not yet opened. Each proposed project's approval will be considered on its own merits and be subject to your Trust's overall performance. If the number of projects you apply for differs but the overall numbers of pupils are similar to what I have included in the table above, I will be flexible. However, each project will be reviewed to ensure it is viable.

As you have indicated that you would like to grow with a new provision project, please do not hesitate to get in contact with New Schools Network (NSN). They will offer their support to you as you progress with your free school application/proposal. Please register with NSN at <http://www.newschoolsnetwork.org/register-with-nsn> (if you have not already done so).

Please see attached a menu of support for MATs which provides essential guidance on trust growth, leadership and governance.

Finally, I know there are a number of Trusts in SESL that have subsidiary/commercial companies that offer school improvement. If this is applicable to your Trust, I would appreciate if you could provide me with a one pager update on how the company interacts and contributes to the academic performance of your Trust.

I look forward to working with you.

Kind regards,

[Redacted signature]

[Redacted name]

[Redacted title]

(CV's for key personnel in the pre-opening stage are shown in appendix 2)

Managing the Pre-Opening Stage

The pre-opening stage will be managed by the current [Redacted]
[Redacted]

F1 (a) Skills and experience of your team

[REDACTED] s well as the robust systems and processes that are firmly embedded and have repeatedly shown highly effective running of these schools. To support the capacity of finance within the current CSAT schools we will be employing a Finance Officer from December 2016 who will undertake the majority of the work currently completed by the Director of Finance. This will ensure that the Director of Finance also has sufficient capacity to complete this work during the pre-opening stage.

Experience to cover the pre-opening tasks

The [REDACTED] is fully competent in the recruitment process, regularly employing many staff at all levels and she is also trained in safer recruitment. The [REDACTED] is fully competent in policy writing and has a clear understanding of the policies needed to operate a school effectively. She is also highly experienced in marketing initiatives which would be used to promote the school within the community. The Executive Headteacher alongside staff employed, will work together to develop high quality curriculum plans with support from our current ICT expert at CSAT- Petts Wood-Juniors. The [REDACTED] is highly familiar with the Ofsted framework and much expertise in being a part of this process.

The [REDACTED] is a qualified account with expertise of academy conversion. She regularly communicates with the EFA in many areas and she is highly competent in all aspects of financial management. [REDACTED]

Recruitment of a Headteacher for CSAT- Northern Gateway

CSAT acknowledge that it is vital to employ a highly skilled and self -motivated Headteacher to compliment the vision of CSAT-Northern Gateway if the school is to be successful from the outset. We will be looking for an inspirational, talented and enthusiastic leader of learning who believes that children should be at the centre of everything we do. We will be looking for a leader with the vision and passion to achieve exemplary academic standards as well as a commitment and energy to the development of life- long learners within a real community ethos.

In terms of our recruitment process we will advertise the position both internally and externally in order to ensure that the position is marketed to a wide range of existing leaders nationally. As previously stated we have a number of CSAT employees who already have the skills and knowledge to undertake this exciting role and we will encourage these leaders to apply. The leaders we have identified are currently highly experienced Assistant Headteachers in our large 6 form entry CSAT – Petts Wood Infant and CSAT-Petts Wood Junior schools. They currently run their six form year

F1 (a) Skills and experience of your team

groups as a small school. They ensure exemplary standards within their year group and are all highly familiar with our robust monitoring processes. They are all highly competent at observation and have been through the Tribal training. They deal with staff and parents on a daily basis and are able to skilfully analyse data for presentation to the Headteacher. All Assistant Headteachers have some experience of finance through management of year group budgets and participation in finance meetings with our Business Manager. We have no doubt that one of these Assistant Headteachers would be a highly effective appointment to this position.

We will be looking to recruit to this post in January 2018 and will therefore begin advertising in the Autumn Term 2017.

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
Project advice from expert Free School Project Manager	Giving advice to the Executive Headteacher and the Director of Finance during the pre-opening stage	As soon as we have an initial approval of this project we would look to appoint to this post
Trustee with Human Resources expertise	Giving expert advice to the trust board in the area of HR	We currently have a vacancy for an independent trustee and would look to recruit these skills to this post

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap

[Add more lines as appropriate]

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

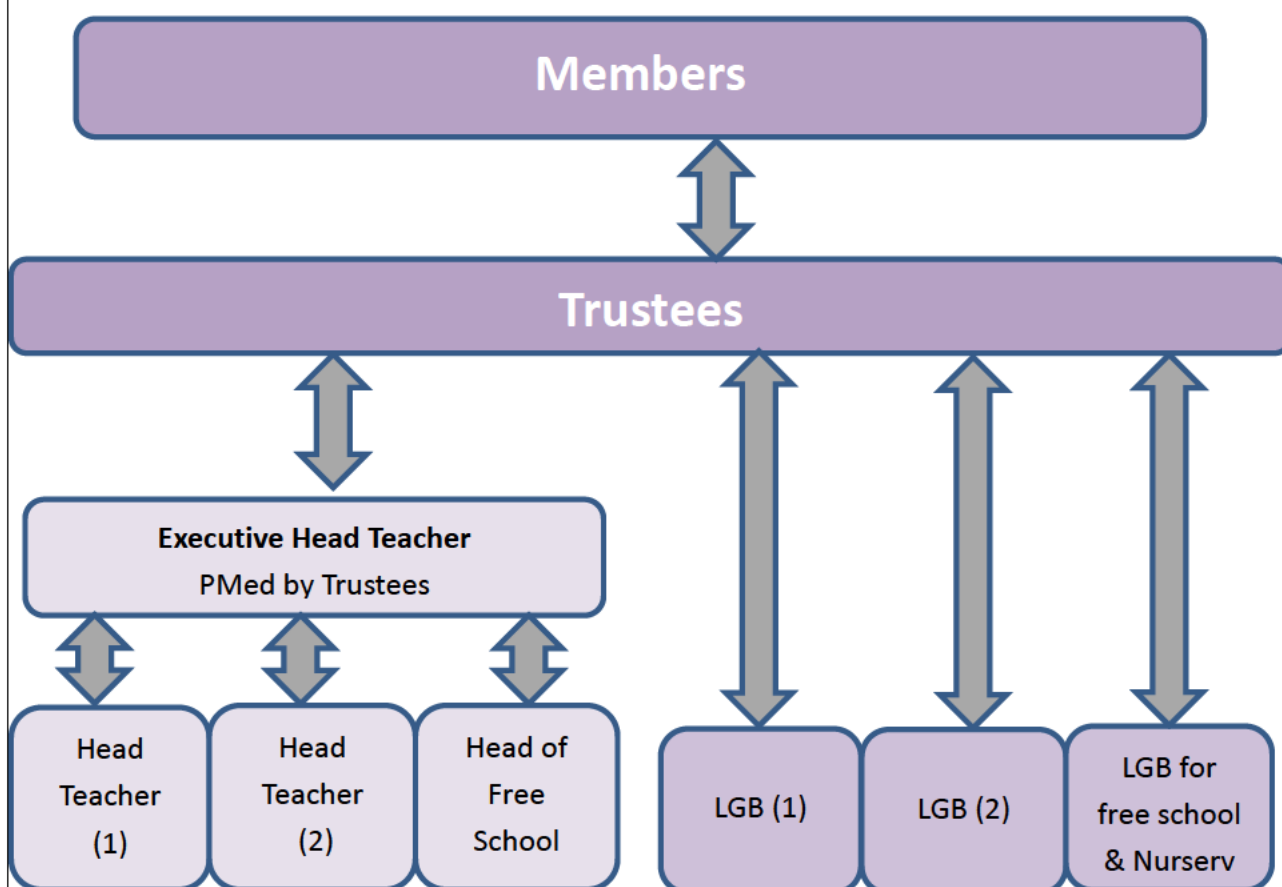
- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

ACCOUNTABILITY AND DECISION MAKING – POST-OPENING

Governance structure

The governance model including the proposed free school will look like this:



F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The structure currently has two LGBs (one for each existing school in the MAT). There will be a separate and additional LGB for the free school, with the constitution, structure and Board representation of the free school LGB replicating that of the existing schools.

Members

The members have a hands-off but significant role in CSAT. They monitor the performance of the MAT Board and hold the trustees to account. They will receive high level financial and educational performance information on a termly basis so that they have a clear overview of each school within CSAT. They have the authority to intervene if the Board is not performing well by making changes at Board level.

Members will meet annually to approve the accounts and appoint auditor and as necessary to appoint (or remove) trustees.

CSAT is in the process of re-determining who sits as a member in order to ensure more independence. The newly constituted group of members will comprise the Chair of the Board of Trustees plus four independent members drawn from the community.

Board of Trustees

The key responsibilities of the Board of Trustees are to:

- provide clear ethos and vision across CSAT
- provide good communication to the schools on the benefits of being partners within CSAT
- ensure all schools within CSAT provide a good standard of education and maintain a strong drive towards school improvement
- ensure CSAT remains solvent, complies with the financial framework for academy trusts and spends money in accordance with its charitable objectives.
- ensure rigorous procedures for recruiting, retaining and developing senior educational leaders across CSAT
- appoint and performance manage the Executive Head of CSAT and the Head Teacher in each of the schools

The Board of Trustees meets half termly to fulfil these strategic responsibilities.

CSAT is in the process of re-determining who sits on the Board of Trustees, ready for expansion with the opening of the free school. Currently there is significant representation on the Board from each school, but this will not be practical in an

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

expanded MAT. The new Articles of Association will allow for a Board of Trustees comprising nine trustees: the Chair of the LGB from each school, the Executive Head Teacher and five independent trustees.

This newly constituted Board of Trustees will facilitate a renewed focus on the strategic role of the Board, enable more effective decision making and stronger accountability.

The Board has an Audit Committee which meets termly. Under the new constitution this will have five members comprising two independent trustees and the Lead Finance Governor from the LGB for each school. The Audit Committee will be chaired by the independent trustee with identified finance skills. The Committee will ensure compliance with the Financial Academies Handbook and examine external termly audit reports to triangulate its assurance. The Audit Committee will meet termly.

There is a considerable expertise within the existing Board of Trustees. Of the current existing independent trustees:

- one has governance expertise; this trustee has had twelve years' experience as Chair of Governors in the primary sector, three years' experience at the Chair of Trustees of CSAT, is a regional National Leader of Governance Advocate for the National College of Teaching and Learning and is a consultant with the National Governors Association
- one has educational expertise; this trustee is a retired education professional having worked in the secondary phase in both the state and independent sectors, reaching deputy head level in an all through 3-18 school

As the LGBs are streamlined over the next term, a number of community governors with a wide range of skills and expertise have expressed an interest in becoming independent trustees. These individuals will be appointed to fill skills gaps, but to indicate the calibre of individuals who have expressed an interest in this role there is:

- one governor with marketing expertise; this potential trustee has many years' experience in the area of market research and marketing
- one governor with legal expertise; this potential trustee has recently retired from a career as a lawyer with a renowned city firm
- one governor with financial expertise; this potential trustee works in the area of financial modelling and business development within the telecommunications sector

CSAT has a good working relationship with the local authority Governor Services provision and there is a strong history of recruiting high calibre governors and trustees through this network. CSAT has also used SGOSS and will explore this route to fill any outstanding skills gaps.

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

Local Governing Bodies (LGBs)

The Board of Trustees delegate some key responsibilities to the LGB of each school. The revised Articles of Association will give the Board of Trustees clear power to dissolve and replace an LGB if the financial or educational performance of the school is less than good or is a cause of serious concern.

The key responsibilities of the Local Governing Bodies are to:

- maintain the CSAT ethos and vision within the school
- develop with school leaders the strategic priorities for school improvement
- ensure rigorous procedures for monitoring and evaluating against school improvement priorities
- ensure the school complies locally with the financial framework for academy trusts and spends money in accordance with its strategic priorities and charitable objectives
- ensure rigorous procedures for recruiting, retaining and developing local school staff

In order to ensure more efficient and effective governance across CSAT as the MAT expands, the role of the LGB will be clarified over the next term both in terms of role and composition.

The new Scheme of Delegation will allow for each school LGB to comprise nine governors: two parent governors, one staff governor, the Head Teacher and five community governors. From within parent and community governor cohort, there will be some key leads:

- a Lead Finance Governor to oversee the financial responsibilities of the LGB, to liaise with the CSAT Business Manager regarding school specific financial issues and budget monitoring and to sit on the Board Audit Committee
- a Lead Personnel Governor to oversee the recruitment, retention and CPD responsibilities of the LGB, be part of the recruitment panel pool for senior leaders within CSAT and contribute to the performance management of the Head Teacher
- a Lead Safeguarding Governor to oversee the statutory responsibilities of the LGB in this area

The LGB will meet half termly to fulfil these strategic and statutory responsibilities, with Lead Governors reporting directly to the LGB.

The Chair of Governors (who may not be a staff governor) has a seat on the Board of Trustees and this participation will ensure robust communication between the Board of

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

Trustees and LGBs.

Key Responsibilities of the Designated Principle

In partnership with the Executive Head Teacher and other members of the Senior Management Team, to be responsible for the professional leadership and management of Crofton Schools Academy Trust promoting a secure foundation that achieves the highest standards in all areas of the Trust's work.

To carry out the duties and responsibilities of a teacher, as defined in the 'School Teachers' Pay and Conditions of Service' document, having due regard to the Trust's aims and objectives and schemes of work/syllabus and policies.

To agree evaluate and implement strategic targets and key performance measures and indicators in consultation with the governing body.

To establish a robust and rigorous process of on-going review and continuous improvement in all aspects of the Trust's work – both educational and operational in conjunction with the Executive Head Teacher.

In co-operation with and under the direction of the Executive Head Teacher the Head Teacher will ensure that teaching is highly effective across the breadth of the curriculum throughout the school and that the curriculum meets the needs of all pupils.

To ensure that learning sits at the heart of all management decisions in the school monitoring that the quality of teaching is carried out systematically leading to sustained improvement.

To ensure there is due regard to safeguarding and promoting the welfare of the children across the Trust and that the child protection procedures adopted by the Local Authority are implemented rigorously across the Trust.

Take responsibility for the day to day management and administration of the school, promoting high standards of attitude and behaviour and high academic standards within a stimulating and structured teaching environment.

To facilitate communication between the staff and the Executive Head Teacher on matters of ethos, policy, organisation and discipline.

Conflicts of interest

No financial transactions are expected to take place between any of the members, trustees or governors and CSAT or any of its schools. There are robust procedures in place to ensure that all pecuniary interests are recorded at the start of the academic year and at the start of all members, trustees and governors meetings. CSAT is compliant with the requirement to declare pecuniary interests on its open website.

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

*It is important to note that we are currently instructing our solicitors to ensure our articles are fully updated and in line with DfE policy.

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
[Add text here. Table expands]

Section H – premises (use Excel spread sheet)

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

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


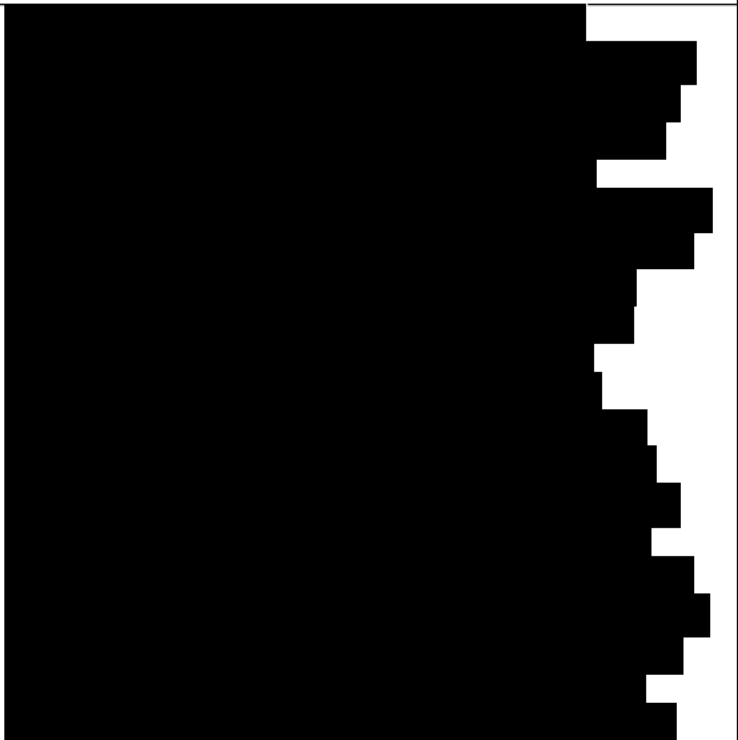
Annexes

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

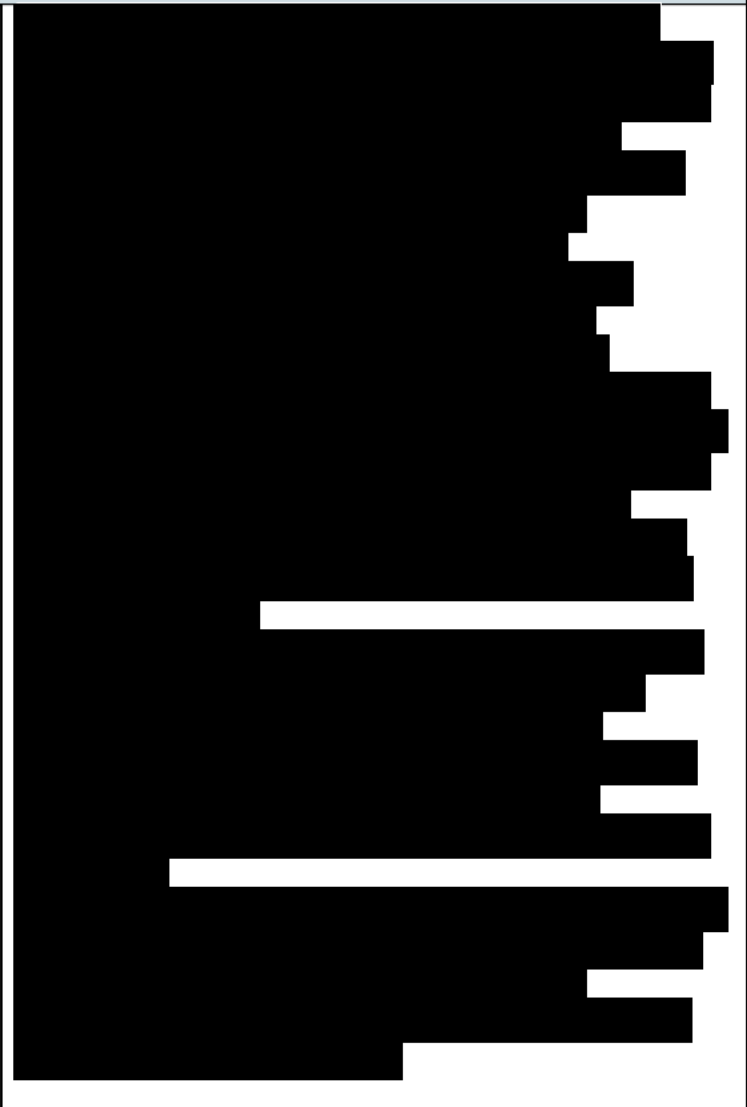
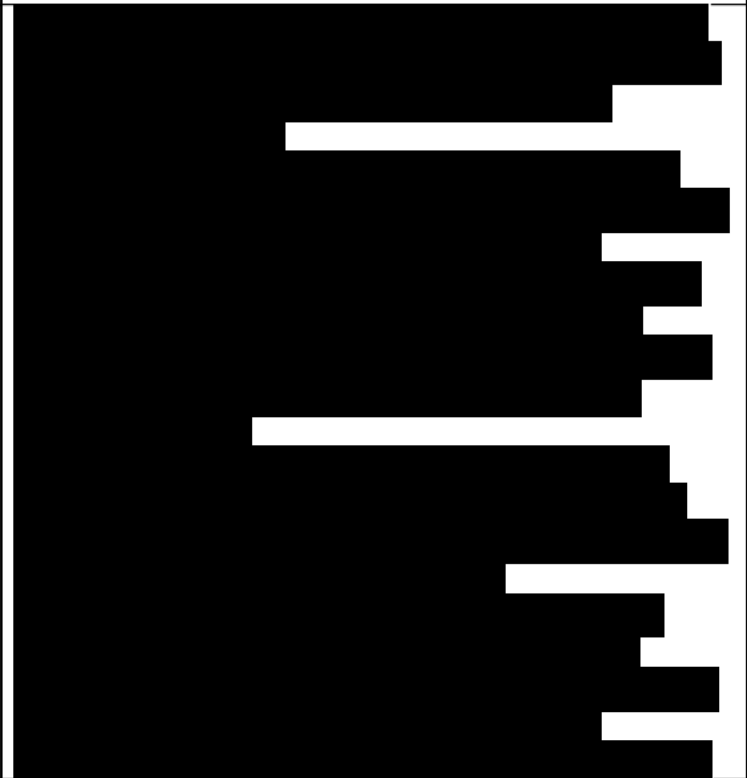
- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [*how to apply to set up a free school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

CV template




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

CV template		
	<p>qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	

CV template

		
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

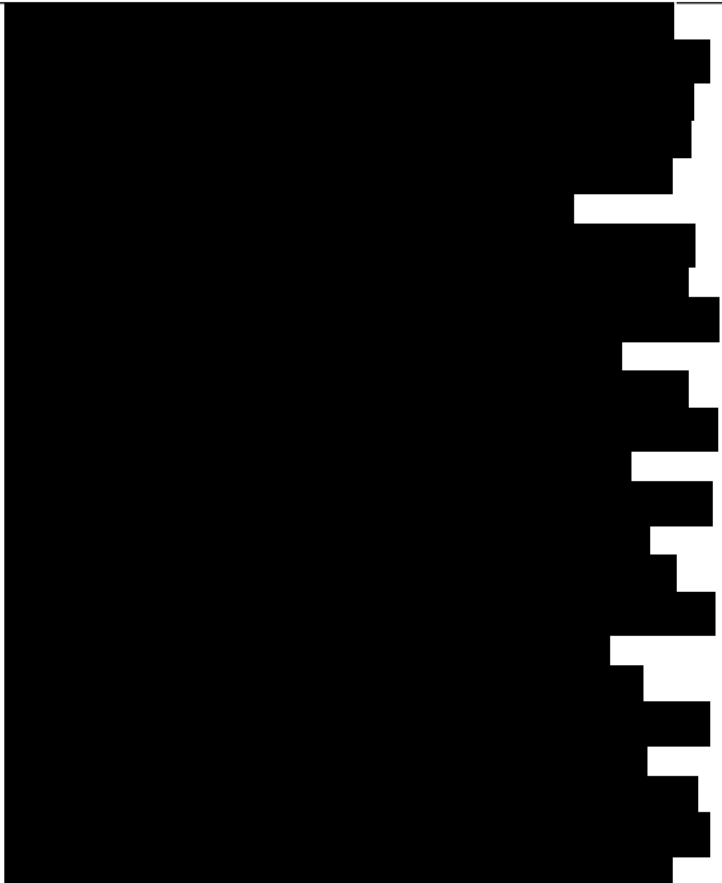
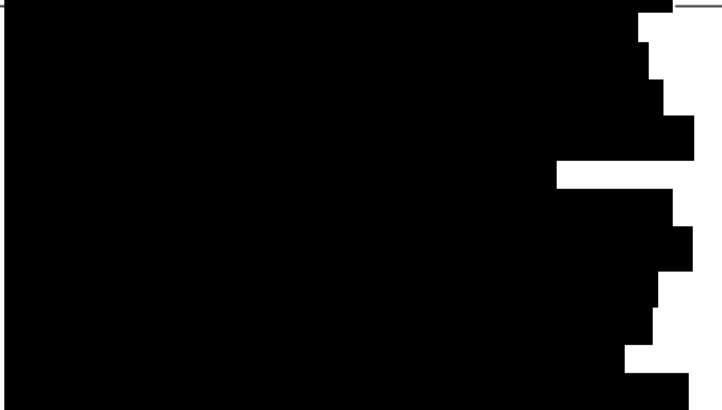

CV template

		
8	Reference names(s) and contact details	 

C V Template

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>
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 	<p>[REDACTED]</p> <p>[REDACTED]</p>
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications. 	N/a
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's results for the years you 	N/a

CV template

	<p>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	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	

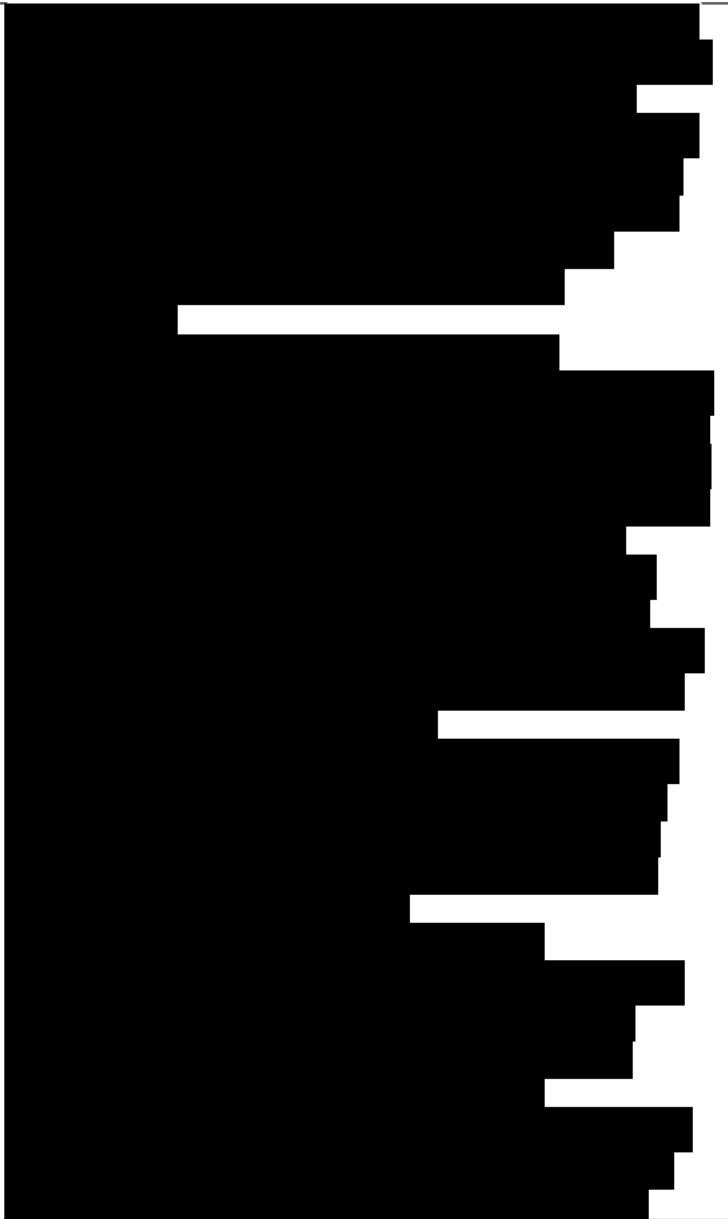
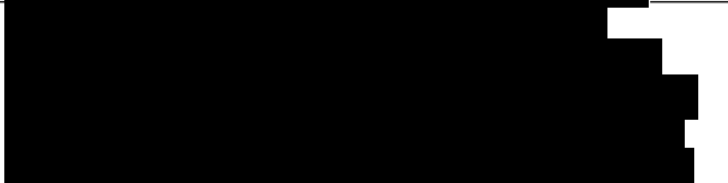
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		<p>[Redacted content]</p>
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CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie 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>	[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	

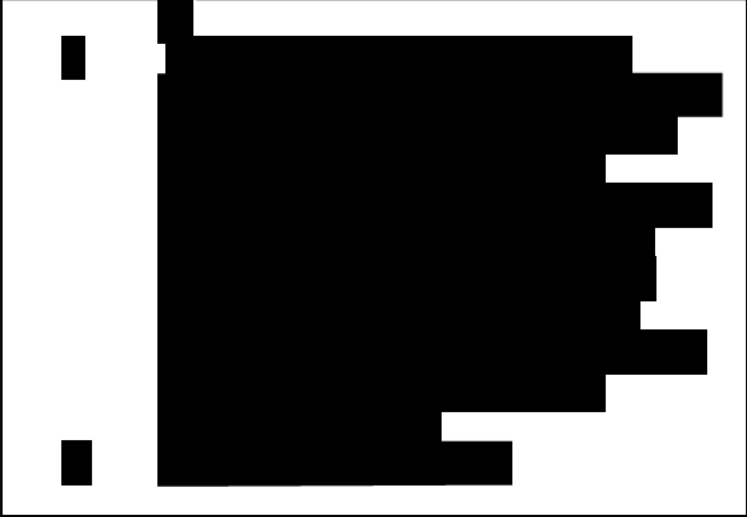

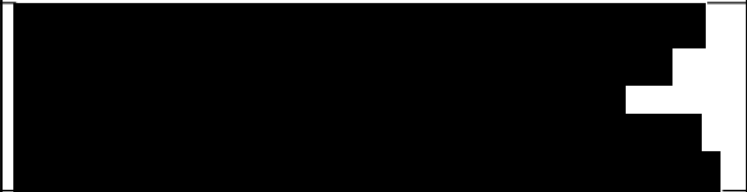
CV template

	<ul style="list-style-type: none">• Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

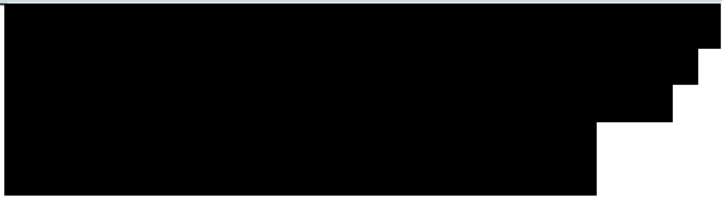

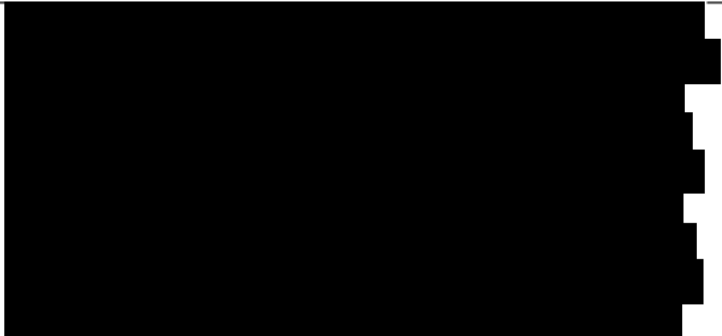

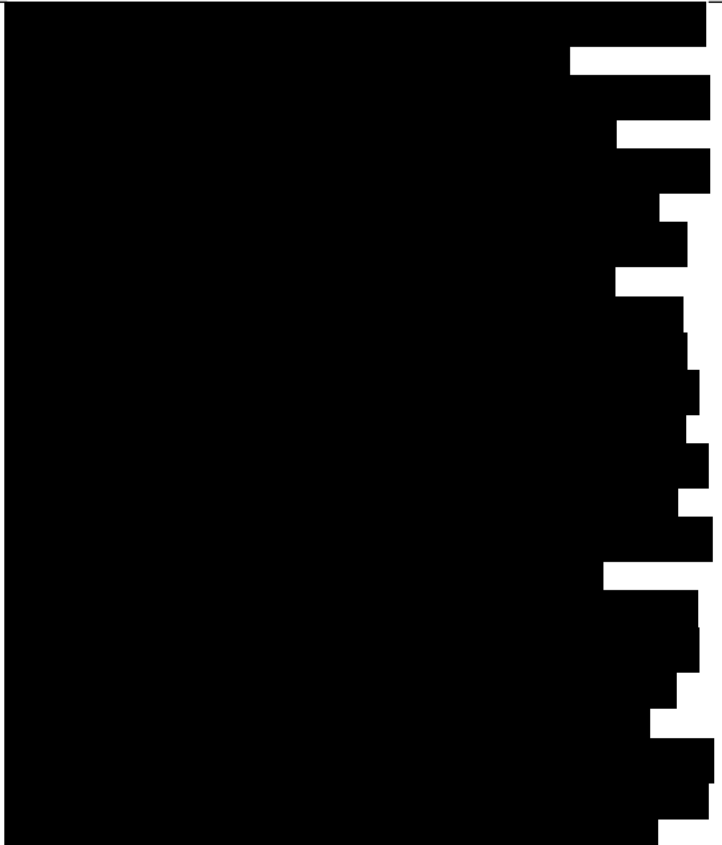
CV template		
		[Redacted]
8	Reference names(s) and contact details	[Redacted]



CV template

CV template	
1	Name
2	Area of expertise (ie education or finance)
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none">• name of school/ organisation• position and responsibilities held• length of time in position <p>This should cover the last four years. If not, please include additional roles</p>

CV template	
	
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable 
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your 

CV template

	<p>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	<p>Brief comments on why your previous experience is relevant to the new school</p>	 
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

CV template	
	
8	Reference names(s) and contact details 

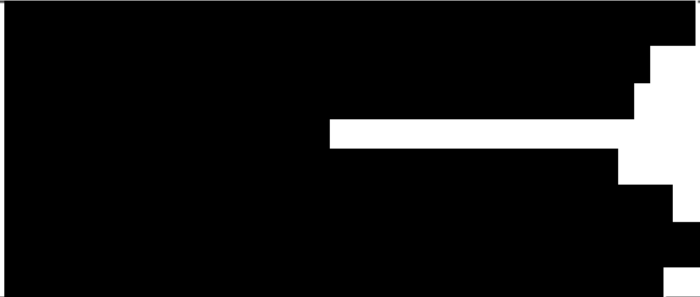

CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie 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>	[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	[REDACTED]
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 value added scores for the years you were in post, if applicable 	[REDACTED]
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your 	[REDACTED]

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

CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (ie 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>	[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number 	[REDACTED]

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

CV template	
	details

CV template

CV template		
1	Name	[Redacted]
2	Area of expertise (ie 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>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	[Redacted]
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 	

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

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	<p>that 1:1 and small group sessions use personal interests to accelerate progress further. The school has put the power of reading in place and the impact has been significant. In 2015 FSM children achieved extremely high results Outstanding teaching has increased from 31% to 50% All teachers have mentors to support them in moving their practice on. Currently all teaching profiles within school are good or outstanding. Teachers near to outstanding have been highlighted and a personalised plan put in place to enable them to achieve this standard. Actions include daily mentor support, peer observations, modelled lessons, participation in external training, opportunities to observe in other schools and tribal training, All teachers have been given additional training on what outstanding teaching looks like. The introduction of the split input system for teaching has ensured all children have made much faster progress. This is recognised as the Crofton way of teaching. Lesson observations indicate that teachers have responded to these actions very positively – see results and progress levels 2015 Rigorous monitoring of books takes place weekly and as a result of regular personalised feedback and mentor support, the quality of marking has improved significantly with impact on progress being clearly seen. July 2014 reading results show a 7% increase at level 4 and a 5% increase at level 5 July 2015 reading results were our highest results ever with 99% of children achieving level 4 and 78% of children achieving level 5. FSM children also achieved the same standards. Digi smart has been introduced to accelerate progress in reading further Focussed <i>guided</i> reading for the more able has supported the raise in standards Teachers and SMT are aware of targeted children who need to make accelerated progress and put in support as appropriate. Support includes small group and 1:1 sessions. Relationships built up with teachers ensure reading in line with their peers.</p>	<p>1</p> <ul style="list-style-type: none"> • To maintain existing high attainment despite the raising of expectations across the key stage. The expectation will be that children previously aiming for level 4 will reach the expected standard by the end of KS2. • To raise maths standards for all children at the above expected standard (new criteria 2016) • To raise maths standards for FSM children at the above expected standard (new criteria 2016) to be in line with all children • To improve the percentage of all children achieving more than expected progress in maths

<p>Achievement of pupils at your school</p>	<ul style="list-style-type: none"> • Achievement at Crofton Juniors is a strength of the school. Pupils make substantial and sustained progress as can be seen on Raise and in school data. • KS2 results are consistently above national and sig+ on Raise Online. • Taking account of their different starting points the proportions of pupils making and exceeding expected attainment, are high compared with national figures. • Differing groups perform well compared to national data and show improving trends. • Pupils leave the infant school secondary ready. <p>Achievement at Crofton Juniors is seen as a strength of the school</p>	<p>1</p>	<p>To maintain the outstanding grade we need: To continue to close the gap between FSM and our other children in maths and writing. To maintain existing high attainment despite the raising of expectations across the key stage. The expectation will be that children previously aiming for level 4 will reach the expected standard by the end of KS2. To raise maths standards for all children at the above expected standard (new criteria 2016) To improve the percentage of all children achieving more than expected progress in maths</p>
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<p>Quality of teaching in your school</p>	<ul style="list-style-type: none"> • Consistently high quality teaching profiles in KS2 (internal and external monitoring) • All teaching is at least good and much outstanding • Pupil tracking and assessment is rigorous and findings acted on quickly • Use of pupil targets for writing and maths, pupil progress meetings, effective assessment for learning enabling children to move on quickly in lessons, careful management of interventions alongside a responsive, proactive Leadership team result in accelerated progress • Our curriculum is highly engaging and all teachers have consistently high expectations which has a direct impact on outstanding achievement. The curriculum is designed around children's interests with reading opportunities embedded across all subjects. The curriculum is driven by 5C's; Caring, Community, Creative, Collaborative and Critical thinking. • SMSC and British values are interwoven throughout the curriculum with clear planning to show this • AFL is a strength of the school and can be seen to have a direct impact on standards • A new assessment system has been devised in light of no levels, ensuring expectations remain high • Overall consistent high quality teaching across KS2 (internal and external monitoring) 	<p>1</p>	<p>To maintain the outstanding grade we need: To ensure that a larger proportion of teaching profiles reflects outstanding practice, a comprehensive training programme for teachers will be in place and maintained throughout the year, and another for TAs will be devised and delivered by key stakeholders at the beginning of the School year. To reflect and improve further our inspirational creative curriculum so the vibrancy is maintained and the learning is relevant to the children we have in school To focus on an improved learning environment with classrooms, as well as all other school areas, to reflect calm, purposeful learning environments which stimulate and inspire. Continued reflection on the current marking system and policy to ensure that its impact supports accelerated learning for all pupils. Significantly increase the opportunities for ICT in terms of both teaching and assessment. Key learning Powers will be further embedded across the trust to reflect the ethos and values of the school in turn developing a whole school approach to support curriculum delivery. Providing more opportunities for our teachers to work with teachers from outstanding schools Outreach and partnership work to share our outstanding practice with other schools</p>
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<p>Behaviour and safety of pupils</p>	<ul style="list-style-type: none"> • All stakeholders in school tackle their responsibilities with passion and determination. We have a children's leadership team, lunchtime play leaders and a news team and all of these groups play a key role in the running of the school and the decision making processes. • All children are passionate about learning both within and outside the classroom and within a variety of working groups. • Very caring relationships and ethos; strength of the school. All stakeholders are caring and respect each other • Pupils feel safe at school and incidents of bullying/racial comments are rare (bullying/racist logs) • Pupils have ownership of their conduct and take the behaviour of the whole school community very seriously. School monitors review behaviour in corridors, tidiness of cloakrooms and playground behaviours on a daily basis. • All stakeholders demonstrate a commitment to maintaining outstanding behaviour within the school community and beyond <p>Attendance is above national.</p>	<p>1</p>	<p>In our constant pursuit of outstanding we are developing the following areas: Involve the School Council in positive promotion of Attendance. Ensure that all stakeholders are committed to and constantly working together to maintain an outstanding judgement of children's personal development, behaviour and welfare. As a trust be proactive in embedding new government priorities in this area e.g. Prevent.</p>
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<p>Quality of leadership in, and management of, your school</p>	<ul style="list-style-type: none"> • The EHT, Head of School and Senior Leaders have an inspirational vision for the school with a clear national and international perspective on quality 21st century education with technology at the forefront. Staff are focussed on their belief that all pupils are individuals and can achieve high standards, given high quality teaching and support. • The SLT model good practice both in and beyond the classroom. High expectations are constantly communicated to others • The SLT are highly proactive identifying issues and resolving them at speed. They are excellent role models demonstrating high expectations through all they do. • The SLT are focussed on challenging minds in order to achieve the impossible. • Staff are passionate about finding ways of doing things better, with an unrelenting focus on learning, development and progress • Teachers and TA's are supported through a focussed programme of CDP to raise standards of teaching and learning • Monitoring and evaluation of every aspect of the school's performance is seen as a priority • The core of the Directors/Governing Body is well established and confident in holding the school to account • There is a focus on succession planning at all levels to sustain the stability of the school and maintain the excellent standards achieved 	<p>To continue to develop our middle leaders further to ensure they all have a highly competent level of expertise. Threshold teachers to take lead roles in areas of responsibility to impact across the whole school.</p> <p>Action plans to be devised to ensure clear impact is seen from these actions.</p> <p>To use sponsorship status to build up a successful chain of schools under the Crofton MAT.</p> <p>Review the new assessment system to ensure it is enabling us to achieve the highest levels possible inline with the new government expectations</p> <p>VLE to be improved to enable all stakeholders to benefit from enhanced communication systems</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>	<ul style="list-style-type: none"> • Crofton Junior School provides an outstanding quality of education. Children come in with results above national average at KS1 but continue to make accelerated progress to achieve an even higher standards by the time they leave at the end of KS2 • The majority of groups including SEN make good progress and achieve well. • Our Inclusion Manager effectively leads personalised provision for children with additional needs and provides support for teachers and parents where needed. • High quality intervention supports rapid progress of pupil premium children and this has impacted significantly on standards over the last two years. • Our business manager/leadership members work hard to ensure that value for money principles are met at every point and money is spent on the children in the school at that time. • Teaching was judged as good at the last inspection, with pupil progress good and attainment above average. Thorough approaches to performance management and pupil progress meetings we have maximised opportunities to improve the quality of teaching and learning even further. All staff know that they are held to account for the performance of the pupils they teach. • The staff team is united in its pursuit of excellence for all pupils. The curriculum is clearly thought out and aims to address the needs of the school in improving further. Staff development sessions result in whole school responsibility for improvement and shared expertise across all areas of the curriculum. • Progress and attainment is outstanding in many areas and this shows the positive impact of leadership at all levels and demonstrates continued good capacity to improve. • The school's curriculum is designed to develop children's spiritual, moral, social and cultural development, alongside British values and we see this as underpinning all we do 	<p>To maintain the outstanding grade we need to Maintain and increase further the percentage of teaching deemed to be consistently outstanding. Ensure all children are achieving well and the few gaps we have are narrowing. Continually look at finances and be creative in seeking additional funding sources to support the provision for the most vulnerable children in school in response to predicted budget cuts.</p>
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<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			
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Governance self-assessment

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

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

Appendix A

Questions to the community

Questions	Name and postcode ISLAM DA1	Name and postcode QURIASHI DA1	Name and postcode LAGHARI DA1 Sun	Name and postcode CHADWICK DA2	Name and postcode BLAKE DA2	Name and postcode BAGOLY DA1
Is there currently any difficulty in getting your children into a good school in Dartford?	difficult. primary may be.	Yes	struggle to find schools.	struggle to find schools.	Yes. /	Yes. /
What are the most important things to you about education?	like environment teachers.	every child diff practical experience qualified teachers pkgs	communication behaviour.	all round	don't do lot PE.	good standard
DBC are trying to make Dartford one of the most up and coming areas in the region, so within our curriculum we want to make links with business to show children future opportunities						

<p>available to them in Dartford (Business links). Is this something you feel would be beneficial to the children of Dartford?</p>	<p>Yes of course benefits parents + children</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>
<p>We have told you a little bit about the vision of CSAT, do you think this is the sort of school you would want to send your child to?</p> <p><u>Summary of vision</u> Exciting and inspiring learning opportunities through themes, High standards in the core subjects, Opportunities at all point, Technology and business driven, Life skills/values</p>	<p>enjoy environment</p>	<p>Yes</p>	<p>Sounds</p>	<p>Important</p>	<p>Yes</p>	<p>Yes</p>
<p>Have you got 3 wishes for a new school in Dartford?</p>	<p>regardless of ethnicity multi-cultural environment</p>	<p>bus transport</p>	<p>.</p>	<p>no timetable covered.</p>	<p>SPORTS + music on our list already</p>	<p>Standard of education</p>



Barrett new homes.

Questions to the community

Questions	Name and postcode	Name and postcode	Name and postcode	Name and postcode	Name and postcode	Name and postcode
	DA1. Name not given.	DA1. Clarke.	DA2 collins	DA1 As up.	DA1 SRB Dell.	DA9 Franklyn.
Is there currently any difficulty in getting your children into a good school in Dartford?	Yes definitely schools here not good	Sibby link.	hire opposite probably.		hoping pre school place will give him place at school Yes	Yes not much choice. 2 years to get into pre-school
What are the most important things to you about education?	Ofsted reports More choice.	Values moral academic acceptance.	Deia + nephews so have good ofsted	good ofsted.	proximity SAT'S results.	Ofsted, meeting standards
DBC are trying to make Dartford one of the most up and coming areas in the region, so within our curriculum we want to make links with business to show children future opportunities	Reboulon ✓	Good idea ✓	✓	Needed	✓	✓

<p>available to them in Dartford (Business links). Is this something you feel would be beneficial to the children of Dartford?</p>						
<p>We have told you a little bit about the vision of CSAT, do you think this is the sort of school you would want to send your child to?</p> <p><u>Summary of vision</u> Exciting and inspiring learning opportunities through themes, High standards in the core subjects, Opportunities at all point, Technology and business driven, Life skills/values</p>	<p>Great vision</p>	<p>Good.</p>	<p>Life skills very important</p>	<p>This is needed. Didn't get support at school, this curriculum definitely needed.</p>	<p>Really good</p>	<p>Sounds fantastic Life skills very good</p>
<p>Have you got 3 wishes for a new school in Dartford?</p>	<p>Extra after school activities</p>	<p>More academic - PE and art</p>	<p>Smaller classes</p>			

All round education

artw challenge

Appendix B

Collation of responses 148 collected

Question	Responses		
Is there currently any difficulty getting your child into a good school in Dartford?	Yes 76 No 61 Don't know 11		
What are the most important things to you about education?	<table border="0"> <tr> <td data-bbox="772 411 1467 1409"> <p>Good standard of safety 3</p> <p>Getting them ready</p> <p>Child happy/content 10</p> <p>Learn/good education 20</p> <p>Happy/settled to structure at first 4</p> <p>No Bullying 3</p> <p>Autistic/SEN provision 23</p> <p>Ofsted rating 30</p> <p>Adaptable to each child</p> <p>Variety in terms of curriculum</p> <p>Opportunities to run around</p> <p>Talk to neighbours/reputation</p> <p>Uniform</p> <p>Foundation is important</p> <p>Christian beliefs</p> <p>Good transition</p> <p>Support for families</p> <p>Environment 2</p> <p>Teachers 15</p> <p>Every child different</p> <p>Values, morals and academic acceptance</p> <p>meeting needs</p> <p>Good track record</p> <p>Curriculum 2</p> <p>Challenge</p> <p>Level of support 2</p> <p>Greater knowledge of special needs</p> </td> <td data-bbox="1467 411 2018 1409"> <p>practical experience</p> <p>Qualified teachers</p> <p>Communication 2</p> <p>Behaviour 16</p> <p>All round 5</p> <p>More P.E</p> <p>Modern Technology 2</p> <p>Core skills 4</p> <p>Integration</p> <p>character building</p> <p>student council</p> <p>more choice</p> <p>Proximity</p> <p>SAT's results</p> <p>Lots of green</p> <p>children interested</p> <p>sport</p> <p>forest schools</p> <p>phonics/reading</p> <p>socialising</p> <p>Confident</p> <p>Head teacher</p> <p>Extra curricular</p> <p>Class sizes 4</p> <p>Sibling impressed</p> <p>atmosphere</p> <p>Good morals/values 4</p> </td> </tr> </table>	<p>Good standard of safety 3</p> <p>Getting them ready</p> <p>Child happy/content 10</p> <p>Learn/good education 20</p> <p>Happy/settled to structure at first 4</p> <p>No Bullying 3</p> <p>Autistic/SEN provision 23</p> <p>Ofsted rating 30</p> <p>Adaptable to each child</p> <p>Variety in terms of curriculum</p> <p>Opportunities to run around</p> <p>Talk to neighbours/reputation</p> <p>Uniform</p> <p>Foundation is important</p> <p>Christian beliefs</p> <p>Good transition</p> <p>Support for families</p> <p>Environment 2</p> <p>Teachers 15</p> <p>Every child different</p> <p>Values, morals and academic acceptance</p> <p>meeting needs</p> <p>Good track record</p> <p>Curriculum 2</p> <p>Challenge</p> <p>Level of support 2</p> <p>Greater knowledge of special needs</p>	<p>practical experience</p> <p>Qualified teachers</p> <p>Communication 2</p> <p>Behaviour 16</p> <p>All round 5</p> <p>More P.E</p> <p>Modern Technology 2</p> <p>Core skills 4</p> <p>Integration</p> <p>character building</p> <p>student council</p> <p>more choice</p> <p>Proximity</p> <p>SAT's results</p> <p>Lots of green</p> <p>children interested</p> <p>sport</p> <p>forest schools</p> <p>phonics/reading</p> <p>socialising</p> <p>Confident</p> <p>Head teacher</p> <p>Extra curricular</p> <p>Class sizes 4</p> <p>Sibling impressed</p> <p>atmosphere</p> <p>Good morals/values 4</p>
<p>Good standard of safety 3</p> <p>Getting them ready</p> <p>Child happy/content 10</p> <p>Learn/good education 20</p> <p>Happy/settled to structure at first 4</p> <p>No Bullying 3</p> <p>Autistic/SEN provision 23</p> <p>Ofsted rating 30</p> <p>Adaptable to each child</p> <p>Variety in terms of curriculum</p> <p>Opportunities to run around</p> <p>Talk to neighbours/reputation</p> <p>Uniform</p> <p>Foundation is important</p> <p>Christian beliefs</p> <p>Good transition</p> <p>Support for families</p> <p>Environment 2</p> <p>Teachers 15</p> <p>Every child different</p> <p>Values, morals and academic acceptance</p> <p>meeting needs</p> <p>Good track record</p> <p>Curriculum 2</p> <p>Challenge</p> <p>Level of support 2</p> <p>Greater knowledge of special needs</p>	<p>practical experience</p> <p>Qualified teachers</p> <p>Communication 2</p> <p>Behaviour 16</p> <p>All round 5</p> <p>More P.E</p> <p>Modern Technology 2</p> <p>Core skills 4</p> <p>Integration</p> <p>character building</p> <p>student council</p> <p>more choice</p> <p>Proximity</p> <p>SAT's results</p> <p>Lots of green</p> <p>children interested</p> <p>sport</p> <p>forest schools</p> <p>phonics/reading</p> <p>socialising</p> <p>Confident</p> <p>Head teacher</p> <p>Extra curricular</p> <p>Class sizes 4</p> <p>Sibling impressed</p> <p>atmosphere</p> <p>Good morals/values 4</p>		

	Outdoor education Differentiation	proximity 5
Links with Business and technology a good idea?	Yes 147 No 1	
Do you like the CSAT vision and would you send your child to this school?	Yes 148 No	
Any wishes for education?	Fun Learning /happy 6 Communication with parents at school Mainstream integrate with SEN 2 Greater discipline 3 Greater autistic/SEN provision 9 Swimming/exercise/girls football 2 Smaller classes 7 Innovation Eco schools Forest schools 2 Safe environment Multicultural environment Good standard of education 4 Sports Art and music 3 Sports variety Fines for absence banned Boys and girls change separately Greater adult/child ratio Cooking 3 Outdoor space No worry about places 4 Values/respect 4 Family support After school club until 6pm	Bus transport Catholic Education Drama Support 5 Integration into society feedback with parents All round education 3 Greater academic performance More H/W 2 Greater challenge Community links beavers/cubs settled American sport Provision for gifted Finance skills 2 Greater equality/no bullying 4 More books and reading Greater involvement with parents 3 Life skills Shorter hours start later More trips 2 2 nd language earlier 2 more emphasis on core
Postcode of stakeholders	DA1 85 DA2 26 Other 37	



Is your child
of school age?

*The beautiful thing about
learning is that no one can
take it away from you.*

- B.B. King



Why a new school?

Kent County Council are responsible for ensuring there are enough primary places for children in Kent. Their current plan shows that demand for places in the Dartford District is very high with current deficits in primary places until 2019-2020. The Northern gateway housing development contributes significantly to these numbers with between 1200 and 1700 proposed homes due to be completed by 2020. A new school is therefore needed to provide the necessary places for the families moving into this development.

What is a free school?

A Free School is a type of academy that is state funded and free to attend but not controlled by a Local Authority. They are subject to the same School Admissions Code as all other State-funded schools.

Like other types of academy, Free Schools are governed by non-profit charitable trusts that sign funding agreements with the Secretary of State.

Free Schools are expected to offer a broad and balanced curriculum, are subject to the same Ofsted inspections as all other maintained schools and are expected to comply with standard performance measures.

*A child's life is like
a piece of paper on
which every person
leaves a mark*

- Chinese Proverb

Why choose CSAT?

CSAT will offer children exciting and inspirational opportunities through a curriculum that is built around excellence and enjoyment.

Clear themes linked to regular trips both local and beyond, outdoor learning opportunities and the most up to date technology will inspire children to achieve their best.

Children will benefit from high quality sports coaches and the opportunity to learn a different instrument every year.

Children's learning will be further supported through an individual iPad approach and further technology based stations across the school that will support exposure to a range of languages.

You can be reassured that CSAT have huge amounts of experience and proven success in good and outstanding schools and are excited to achieve the same for Dartford children

We care about future generations in Dartford and will work hard with the local community at all levels to ensure that we provide an outstanding yet relevant education offering limitless opportunities for all.

CSAT have a highly experienced Leadership Team that have supported the turnaround of many schools. They have a clear understanding of what outstanding education looks like and are highly committed to work quickly and effectively to achieve the same in other areas.

Children are at the heart of everything CSAT believes in. An old Chinese proverb says that a child's life is like a blank piece of paper on which every person leaves a mark. At CSAT we care about the quality of each and every mark we leave and the impact that mark will have on creating a better future for every child in our care.



We will create an outstanding community driven school that Dartford can be proud of.

How do I find out more?

Please visit our website to learn more about our current schools or pick up the phone if you would like to come and visit us or ask us a question.

☎ 01689 821716

☎ 01689 826320

www.croftonschoolsacademytrust.com

Register your interest

Please register your interest by emailing us on freeschool@crofton-jun.bromleysch.uk before the 15th July 2016



Crofton Schools Academy Trust
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Department
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