



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

DAVID KIRK ACADEMY

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

Declaration

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

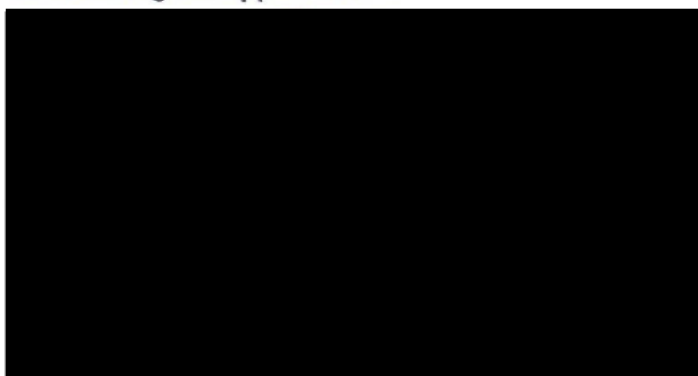
I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- 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.



(please delete as appropriate)

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

Rationale:

The East Anton School, which will be known as the David Kirk Academy, is required in the East Anton area of Andover following a HCC growth survey linked to substantial residential development. There are a forecast number of 240 new primary pupils requiring school places by 2021. The locality has one school that is already full that serves the adjoining residential area which has no further capacity for growth.

Hamwic Trust plans on extending the excellent provision for pupils that it already provides in Southampton, Portsmouth and Poole. Of fifteen schools currently within the Trust, 4 are Outstanding and are Good and 1 is Requires Improvement. Key stage two results (2016) are 13% above national results. The Trust are currently in the process of Due Diligence procedures for 6 schools.

A National Teaching School is firmly embedded within the trust. Staffing expertise has currently 2 National Leaders of Education, 17 SLEs and lead practitioners, who have significantly contributed to the outstanding provision Hamwic Schools can offer.

A recruitment and retention strategy is centred at the Harefield SCITT.

The combination of the demand for places locally via Hampshire County Council and the provision of education from Hamwic as an outstanding provider will make this an excellent educational experience for the locality.

Vision

The Hamwic Trust Vision is to establish self-improving school systems by creating local communities of schools where Head Teachers take a collective responsibility for student outcomes.

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

The David Kirk Academy will work within this vision and as a Trust we will be actively considering interest from other schools within the locality.

Within this vision the local groups of schools articulate this as:

“Head teachers and governing bodies taking a collective responsibility for education in their local community. The schools work together across the Trust improving standards and practice, developing the curriculum and identifying strengths.

We share a commitment to making a positive difference to our children and their families through a nurturing, caring ethos and raising aspirations within our community. We bring professional expertise and experience to secure the highest possible achievement for all. All aspects of our work will have a clear focus on improvement in the skills of our pupils, staff and community on sustaining measurable impact.

Our aim is to continue to develop our united learning community through a network of leaders and practitioners committed to sharing successful practice. We think and work differently and use new opportunities to ensure all learners remain at the heart of education. We aim to develop passionate life-long learners who are able to make a positive contribution to society.”

To achieve this we prioritise six key principles across our schools:

Leadership and Management- Commitment to high expectations with a culture to excel as well as incorporating uncompromising ambition.

Improving outcomes for all groups of pupils

To lead continuous review and debate on needs of the school and to continuously review

Ensure a broad and balanced curriculum including academic, physical and artistic.

Ensuring a focus on diversity alongside British Values.

All pupils will thrive in a safe environment free from neglect, abuse and radicalisation

Personal development, welfare and safety:

Pupils value their day at school with high level of attendance and show an excellent attitude to their learning.

Conduct in the school will be exemplary and pupils show high level of self-discipline all pupils will know how to keep themselves healthy and safe.

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

All pupils will be well equipped to be successful, reflective and caring active citizens of the community

Teaching and Learning:

Pupils have outstanding opportunities to learn in a stimulating environment

Teacher challenge and support all pupils to enable them to embed and apply knowledge understanding and skills across a rich and relevant curriculum.

All pupils will be well equipped with key skills to enable them to access their learning and make good progress.

Pupils enjoy their learning are resilient to challenge and interact well with adults and other pupils

Pupil Outcomes

All pupils will make good and sustained progress from their starting progress

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)	2017	2018	2019	2020	2021	2022	2023
Reception		2FE	2FE	2FE	2FE	2FE	2FE	2FE
Year 1			2FE	2FE	2FE	2FE	2FE	2FE
Year 2				2FE	2FE	2FE	2FE	2FE
Year 3					2FE	2FE	2FE	2FE
Year 4						2FE	2FE	2FE
Year 5							2FE	2FE
Year 6								2FE
Totals								

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	9	Mandatory	Includes GPS, extended writing and reading times
Maths	6	Mandatory	
Science	2	Mandatory	
ICT	1	Mandatory	
PE	2	Mandatory	
History	45 mins	Mandatory	Time may be banked over half term to allow extended time for topic focus
Geography	45 mins	Mandatory	Time may be banked over half term to allow extended time for topic focus
Art / DT	1	Mandatory	
Music	30 mins	Mandatory	
R.E	30 mins	Mandatory	
P.S.H.E	30 mins	Mandatory	
Modern Foreign Languages	45 mins	Mandatory	

[Add more lines as appropriate]

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

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

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

	<u>Times of the School Day</u>	
	<u>Key Stage One</u>	<u>Key Stage Two</u>
Morning session:	8.55 a.m. – 11.55 a.m.	8.55 a.m. – 12.10 p.m.
Morning break	10.30 a.m. – 10.45 a.m.	10.30 a.m. – 10.45 a.m.
Lunchtime session:	11.55 a.m. – 1.00 p.m.	12.10 p.m. – 1.05 p.m.
Afternoon session:	1.00 p.m. – 3.05 p.m.	1.05 p.m. – 3.10 p.m.

Harefield Primary School, on which the free school will be based, currently has 407 pupils on roll from Year R to Year 6.

SEN or Educational Health Care Plan: 18%

Pupils who are entitled to Free School Meals during last six years: 30%

EAL: 11.7%

David Kirk Academy will be serving a new housing development which is currently not completed to full capacity. Therefore, the projected breakdown of the pupil population is based upon the nearest school, which is newly built and serving the neighbouring part of the residential development:

Name of school: Endeavour Primary School

347 pupils on roll from Year R to Year 6.

SEN or Educational Health Care Plan: 12%

Pupils who are entitled to Free School Meals during last six years: 12%

EAL: 4.5%

Any proposed changes to the curriculum provision to meet specific differing needs of the pupil population will be made by the senior leadership of the school in collaboration with Hamwic Teaching School Alliance and the Hamwic Trust. Continuing to review the curriculum offer has been a focus of continuous school development at Harefield Primary School and this policy will be applied at the Free School.

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

Mission Statement

Our mission statement is central to school life. School is part of a child's education and we recognise the other wider experiences a child brings into school.

Our mission statement is a means to communicate to all stakeholders in our children's learning that success comes by cooperation and by recognition of the value of everyone's contribution.

We recognise all members of our community as learners.

Each child brings a diversity of experience and skills related to their previous school and their home background. The school recognises the need to react to the different social, psychological and educational experience that come from the home and to provide the appropriate support to enable all children to succeed.

We use a variety of forms of record keeping and communication to work towards using the potential of each person to enable them to progress and gain the most out of school while preparing them for the future.

School Aims

At Harefield Primary School, on which the free school will be based, we have identified the following as what is valued at our school.

- To ensure that everyone including children, parents, staff and others in the local community feels value and has a stake in the school. The community will support the school and the school will support the community.
- To create opportunities for all to learn and develop to their full potential in all areas; academic, personal, social, moral, spiritual and cultural
- To raise expectations and aspirations of children, parents and staff to achieve within the school and beyond.
- To set high, but realistic targets and challenges within an enjoyable curriculum and to celebrate success and progress.
- To ensure that all receive the necessary support to develop.
- Everyone has a right a safe environment in which to learn, to teach, to ask questions and to feel valued.
- The environment will be a secure, stimulating, positive and well-ordered place in which to teach and learn.
- To encourage open communication between all members of the school community.
- To promote all children to attend and enjoy school.
- To be inclusive allowing all children access to all areas of the curriculum.
- To prepare all to be independent learners.
- To have a happy and healthy lifestyle

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

The School Curriculum

The school follows all statutory guidance on National Curriculum.

At Harefield we chose to organise the learning through the curriculum using the following principles and features which support the value and ethos of the school.

Ofsted 2011 "... the curriculum is innovative and highly relevant to pupils' abilities and interests. It is regularly adjusted in response to needs"

Key Features

- The curriculum fits the child; the child does not fit the curriculum.
- Learning will be exciting for children and staff.
- Learning to learn will have set times when children consider key questions and explore these in a variety of settings using a variety of taught strategies.
- The outside environment should be central: the school grounds need continuous development and global issues of eco-awareness and sustainability must be used across the whole school regularly.
- A balance of the natural world and the ever-changing technology of the 21st century and beyond.
- Learning by experiencing and investigating building on the Early Years curriculum.
- Cross curricular topics should be then planned using opportunities from each of the National Curriculum areas.
- Groupings should be flexible, children work best at different times with different people and the formal timetable is abandoned when a better learning opportunity presents itself.
- Join together the whole child: spiritual, moral, aesthetic, physical, social and academic.
- Involve the wider community.
- Art and display should have a high priority celebrating children's work and inviting viewers to engage with it.
- ICT is central to children's experience. Pupil based ICT will be present in every classroom and learning area making full use of mobile technology.

Key Messages

- Child centred
- Creativity
- Collaboration
- Cognitive learning
- Community commitment
- Continuity and change

Curriculum Structure:

- We take account of ongoing research that can be integrated with improving provision and outcomes for children

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

- The curriculum has recommended time allocations which correspond to National Curriculum subject areas.
- The curriculum is organised into national curriculum areas and integrates discrete key skills as well as Personal, social and health education integrating fundamental British values.
- A whole school overview divides broadly into half termly topics planned with a compelling learning experience.
- These topics are broadly book studies, history, geography, science, environmental based and retain a sense of locality where appropriate.
- Literacy and Numeracy are taught as discrete subject areas and make full use of the topic base to use and apply skills, knowledge and understanding across the broader curriculum context.
- Indoor and outdoor physical education is key and time is guaranteed on a broad range of opportunities
- Full reference to academy freedoms from the national curriculum are considered whilst ensuring full coverage to enable meeting national testing and assessment expectations and for all pupils to meet age related expectations.

The curriculum is reviewed regularly to ensure statutory coverage of the National Curriculum and progression of learning.

Enrichment:

Effective and engaging delivery of the school curriculum will include a range of compulsory enrichment activities. These will include school trips linked directly to the curriculum, workshops/talks by visitors to the school.

There will be opportunities to residential trips to outdoor learning centres which will contribute to pupils social, moral and spiritual development. These trips will be voluntary and funded mainly by voluntary contributions from parents.

The school also provides after and pre-school clubs which will be facilitated by external providers. These are voluntary and will be subject to a charge made by the facilitators.

The school will have a consistent approach to teaching and learning by application of the following policies that have been adapted from those of outstanding school – Harefield Primary School

Policies

The school will follow the following policies:

Teaching and learning policy

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

Assessment policy

SEND policy

Curriculum Policy

Behaviour Policy

Literacy and Maths Policy

Target setting procedure

Monitoring and evaluation

Staff are expected to adhere to the following principles and guidelines in teaching and learning which are extracted from the full Teaching and Learning Policy:

Characteristics of Good Quality Teaching : Planning and Preparation

As general requirements teachers will:

- plan and prepare thoroughly using clearly defined learning objectives.
- ensure that they have a good command of the subject matter and are well-versed in the particular knowledge, skills and concepts of the subject they are teaching.
- recognise these unique subject requirements in planning and draw on the knowledge and expertise of the subject leader and other colleagues as required.
- make effective use of plans, records, evaluations and other available information.
- choose resources to match needs and learning outcomes intended and organise the classroom effectively.
- use a variety of teaching approaches that they know work and be prepared to trial new initiatives.
- match tasks to ability and needs and actively involve the pupils.
- use ICT wherever possible
- use objectives and targets to inform the pupils clearly of what is expected from them in terms of learning outcomes and speed and quality of work.
- teach inter-actively, within the constraints of the system, carrying the content to the pupils personally rather than depending on the curriculum materials or task to do so.
- use effective questioning techniques, eliciting a fuller response, prompting further inquiry.
- maximise the time available for learning and teach at an appropriate pace.
- have clear, consistent and high expectations of achievement and behaviour, expect the pupils to master the material and intervene at initial stages of off task behaviour.
- show examples of high quality work produced by other pupils.

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

- recognise and celebrate pupils' achievements, use praise and rewards appropriately and develop self-esteem.
- differentiate appropriately. Content to be well pitched to pupils' abilities and with appropriate extension materials and tasks.
- use flexible groupings to suit purpose of lesson or parts of lesson.
- review the learning and/or prepare for next steps with the pupils at the end of the lesson, revisiting learning objectives and success criteria.
- effectively manage other adults, including support staff and parents, in the classroom to maximise their impact on the learning.
- should be stimulating, enthusiastic and consistently challenging.
- set and review regular homework in order to extend learning.
- organise and manage the classroom efficiently.

A regular monitoring and evaluation procedure involving lesson observations, work scrutiny, data tracking, pupil progress meetings and staff interviews will ensure consistency, Harefield and the Hamwic Teaching school and Chief Standards Officer, Hamwic Trust will support and challenge this with regular review visits.

Formats and templates for all levels of curriculum planning and monitoring and evaluation are in place to support consistency.

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

David Kirk Academy will follow the same procedures and expectations for setting targets for pupils, cohorts and subjects across the whole school in line with Harefield Primary School. These systems are validated by the pupil performance over time as evidenced in the Ofsted data dashboard.

Baseline assessments are undertaken on entry to Year R using the foundation stage curriculum statements. This informs starting points in each of the areas from which

D2 – measuring pupil performance effectively and setting challenging targets

to measure progress and emerging need towards assessment at Good Learning Development at the end of the year.

Key stage One use this information to inform assessment during first half of term to inform curriculum targets and interventions to meet Age Related Expectations. Differentiated phonics teaching contributes to pupils engagement in the Year 1 Phonics screening.

Continuing across Key Stage two teachers use Age Related Expectations statements to set targets for individual pupils to achieve Age Related Expectations. Pupils who have not met these are included in intervention plans and provision mapping of resource to make progress to their Age Related Expectations.

Curriculum overviews ensures appropriate time is allotted to prepare those pupils at the end of key stage taking national Standard Assessment Tests.

Targets across the school are based the following factors:

- From baseline – determining starting points and learning targets and strategies to make appropriate attainment and progress
- Prior assessments -pupils are assessed continuously in a range of professional activities, and use of prior assessment informs targets for curriculum and focus for intervention to enable working within Age Related Expectations.
- Historical whole school performance for attainment and progress. Data Dashboards and national data sets are used to identify trends and areas of underperformance or gaps in performance between pupil groups. These groups are then specifically targeted in order to achieve continuous improvement in pupil outcomes. The school believes that previous year's data for groups and all pupils should always be raised with current pupils. Cohort and group targets are then set.
- Fisher Family Trust dashboards are used to match individual and school expectations to national indicators and ensure that targets are challenging and aspirational.
- Cohort targets to ensure consistency across year groups in expectations for pupil attainment and progress and progress towards meeting whole school targets
- Class targets- broken down to individual target setting for pupils to meet Age Related Expectation's.

The school has standard policies and procedures for Teaching and Learning, Assessment, target setting and monitoring and evaluation. These policies will be adhered to at David Kirk Academy.

D2 – measuring pupil performance effectively and setting challenging targets

Teaching and Learning is monitored internally on a half termly basis by senior and middle leaders using lesson observations, work scrutiny and moderation and data tracking. These will be reported to the executive head teacher and the Trust Board on a half termly basis. Reports are used to inform Continuing Professional Development throughout the school to ensure ongoing school improvement.

Ongoing improvement and Continuous Professional Development are supported by the Hamwic Teaching School Alliance. This resource includes National Leaders in Education, Specialist Leaders in Education, Lead practitioners and Coaches.

Pupil outcome targets form part of every teachers Performance Management Targets.

Pupil results and progress are reported on a termly basis to parents during parent consultation evenings and a formal written report is produced annually.

Pupil progress meetings are held half termly with teaching staff. This ensures that all pupils are making appropriate progress. Pupils who are at risk of not reaching Age Related Expectations are identified and any interventions are planned and then implemented.

Hamwic Trust conducts review visits to challenge and validate these aspects of school performance. These visits are led by the Standards Team, who are registered OFSTED inspectors. These visits ensure a robust self-evaluation of the school.

The school follows the behaviour policy which has the following rationale:
To create a caring environment in the school in which each individual is valued. To create a community in which effective teaching and learning takes place.

Principles

- Children have a right to attend a school in which learning takes place without disruption from other pupils
- Teachers have a right to teach

The behaviour policy supports the Values of the school.

It has a set of procedures for rewards and sanctions to support pupils to succeed in school and for consistent expectations amongst staff.

Our school recognises that encouraging and praising good behaviour will promote a positive ethos and caring atmosphere for all to work in. It is important to provide praise at every possible opportunity.

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

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

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

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

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

Year 1 Staffing Structure:

```

graph TD
    EH[Executive Headteacher] --> SBM[School Business Manager FT]
    EH --> YRL[Year R Leader FT (TLR)]
    EH --> YRT[Year R teacher FT]
    SBM --> LA[Lunchtime assistants x3]
    SBM --> SM[Site manager]
    YRL --> YRLSA[YR LSA FT]
    YRT --> YRTLSA[YR LSA FT]
    
```

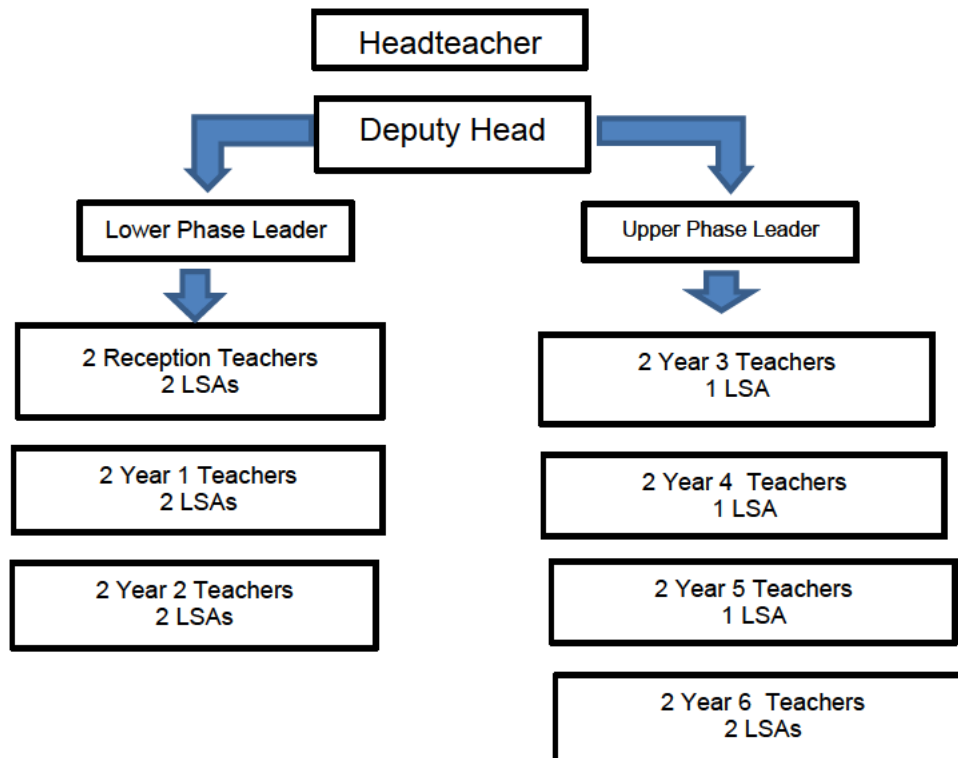
The organogram above indicates the initial structure and lines of accountability in the school's first year (2017-18). The school will grow year on year and the table below indicates likely growth rate of staff.

	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Leaders	1 – Executive head	1 Executive Head	1 Substantive head 1 Deputy Head	1 Substantive head 1 Deputy Head	1 Substantive head 1 Deputy Head	1 Substantive head 1 Deputy Head	1 Substantive head 1 Deputy Head
Teachers	2	4	6	8	10	12	14

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

Learning Support Staff	2	4	6	7	8	9	10
Office Staff	1	1	2	2	2	3	3
Caretaking Staff	1 Caretaker	1 Caretaker 1 Cleaner FTE	1 Caretaker 2 Cleaners FTE	1 Caretaker 2 Cleaners FTE	1 Caretaker 2 Cleaners FTE	1 Caretaker 3 Cleaners FTE	1 Caretaker 3 Cleaners FTE
Lunchtime Supervisory Assistants	3	5	7	9	11	13	15

The final proposed structure for 2024 when the school has reached capacity as all through primary 2 FE is below.



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

The number of support staff is indicative only as this will be dependent on the emerging profile of the pupils, including Free School Meals, and Special Educational Needs or Educational Health and Care Plans'. It is anticipated that the increase in staff would be matched by per pupil funding as number on roll rises.

Shortages in staff expertise in Year 1 of opening and interim years regarding subject specific knowledge and leadership as well as Continuing Professional Development would be met by deployment of expertise from Hamwic Teaching School Alliance and other professional networks. The school would recruit for curriculum expertise- prioritising Literacy and Numeracy- as the school increases these responsibilities would increase and use of appropriate TLR allowances would be considered. Audit of skills of teachers in post will be audited and missing expertise would be supported from the Hamwic Teaching School Alliance and professional networking groups. Curriculum coverage will be monitored and evaluated by the Executive Headteacher/Headteacher and Trust Review teams.

If budget constraints were in force due to lack of pupil numbers, the staffing structure would not be expanded as in the above diagram. As the school is due to grow cohort by cohort recruitment would be based on the forecast of cohort numbers. If the intake is not sufficient to staff 2 classes, then vertical year groups would be implemented. The curriculum would be adapted as it was at Harefield Primary School as the school grew from 45 PAN to 60 PAN.

A site survey would be undertaken to ascertain the number of cleaning hours that would be needed to maintain the physical environment. It is anticipated that the total number of hours by 2024, when school is full would be circa 90 hours per week. The survey would determine the hours required in the interim as the building is only partially occupied.

Lunch time supervisory assistants would be increased on basis of number of classes in each year group.

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

Everyone will be welcome at the David Kirk Academy regardless of race, creed, colour, culture or special need.

We:

- pride ourselves on the inclusive nature of our school and celebrate diversity;
- have faith in everyone's ability to achieve and make a positive contribution to our school and beyond;
- want to enhance the life chances of everyone in our school community;
- believe in continually reviewing and evaluating our work;
- regularly seek the views of our stakeholders to inform and improve our practice.

Promoting British Values Statement

The DFE have recently reinforced the need 'to create a clear and rigorous expectation on all schools to promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

The free school is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom, and therefore those it serves. We understand the important role it has ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The School will accept admissions from all those entitled to an education under British law, including pupils of all faiths or none. It will follow the policies outlined by its Governing Body regarding equal opportunities, which ensure there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

The Government emphasises that schools are required to ensure that key British Values are taught in all UK schools. The Government set out its definition of British values in the 'Prevent Strategy' – Values of:

democracy

the rule of law

individual liberty

mutual respect

tolerance of those of different faiths and beliefs

Democracy is seen in school through the School Council work and Pupil Voice. The concept of free speech is fostered through listening to children's views and opinions, both through school council and pupil interviews and questionnaires, as well as on an informal daily basis. We will carry out elections for School Council and House representatives which introduces children to the process of democratic election. Also important in this work is the idea of holding others to account including those in positions of authority and influence. The School Behaviour Policy involves making the right choices, thinking about our rights but also our responsibilities and positive reward systems.

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

We believe that tolerance of those with different faiths and beliefs is achieved through enhancing pupils' understanding of their place in both the local community and the world around them – a world which is culturally rich and diverse. The range of opportunities that we give the children to think about tolerance, and how events in the past have shaped the future, are wide ranging. We mark and reflect on Remembrance each year. We encourage visits from people of other faiths into school to talk to the children and we discuss key events and celebrations from other cultures and religions.

In Religious Education, we study the diversity of the world and different religious beliefs and practices. We follow the Hampshire Agreed syllabus, 'Living Difference' which encapsulates the key religions represented in the UK.

Each child is treated as an individual regardless of faith, gender or background. Each pupil is set personalised aspirational but achievable targets, their progress is monitored regularly by staff and action is taken if any pupil seems to be at risk of not achieving their potential. All parents are encouraged to be involved in their child's education and support it at home.

The school curriculum and its environment will be used to promote diversity. This may include photographs, images of which ensure a broad range of races, religions and cultures are represented.

The curriculum will offer opportunities to investigate other cultures and multi-cultural weeks will be encouraged during which pupils can immerse themselves in other cultures music, art and food.

The curriculum offers protected time for Religious Education, whilst religious and cultural diversity will be learned about in various cross curricular topics.

Assemblies will offer the opportunity to explore aspects of faith and culture from other cultures and religions.

The school will note and celebrate key occasions through the year which reflect a range of cultural or religious festivals, such as Diwali, Chinese new year and Hanukah.

These will provide opportunities for pupils to be introduced to different art, music and food

Whilst the school will follow guidelines for a daily act of collective worship we will accommodate the worship and prayer needs of pupils from different faiths. Parents are encouraged to discuss any specific faith needs as part of the admission process. Parent groups may support their children's worship and faith needs in school. No pupil is forced to take part in Worship or Prayers.

All pupils will be encouraged to wear school uniform to show pride in being part of the school. We respect parents right to choose whether their child should wear religious wear associated with their faith.

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

We promote healthy eating for all of our pupils we will cater for other cultural or faith requirements such as vegetarian, Halaal or Kosher. Parents are encouraged to discuss and specific dietary needs or requirements on admission.

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

This application is based upon a Basic Need Case. The figures provided in the section below, indicate the significant demand for pupil places in the area. Hamwic Trust are proposing a primary school to meet basic need due to the growing need for school places at a primary level within the area. It will be located in the East Anton area of Andover borough; in the primary phase it will offer two forms of entry, (from September 2017) with potential to expand to three form of outstanding provision for children moving into the new East Anton development. Children moving into new houses and an increase in pupil numbers (in existing houses and already in the primary phase) is forecast to ensure that Endeavour Primary and other local schools will fall some way short in meeting its catchment demand by 2017.

	2017	2018	2019	2020	2021	2022	2023
Reception	2FE	2FE	2FE	2FE	2FE	2FE	2FE
Year 1		2FE	2FE	2FE	2FE	2FE	2FE
Year 2			2FE	2FE	2FE	2FE	2FE
Year 3				2FE	2FE	2FE	2FE
Year 4					2FE	2FE	2FE
Year 5						2FE	2FE
Year 6							2FE
Totals							

The 2FE proposed primary Free School meets the total extra demand expected from the relevant new and existing houses. From September 2017 the expectation is that

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

the intake will always include 2FE from the primary phase. Admissions policies at the proposed Free School will be written to support local families having a realistic prospect of securing a local place in a preferred school. Further house building, may require further expansion of the Free School to 3FE.

Based on current forecasts the proposed school will provide places as described in the table below.

School places in the Andover area are expected to have a short fall from 2017 to 2021. House building, already underway and that which is proposed will increase housing [REDACTED] to a total of 1261 homes. Pressure on places for Primary aged children, both in new developments and existing homes already requires expansion at the primary phase.

The following figures supplied by Hampshire County Council show the current places offered and the projected shortfall of places due to new housing.

Places Currently offered:

Places	17/18	Short-fall	18/19	Short-fall	19/20	Short-fall	20/21	Short-fall
Yr R	617	-114	617	-53	632	-68	632	-43
Yr 1	617		617	-136	632	-70	632	-85
Yr 2	617		617		617	-138	632	-72
Yr 3	647		617		617		617	-131
Yr 4	642		657		627		627	
Yr 5	612		642		657		627	
Yr 6	612		612		642		657	

The lack of surplus places within the area and projected shortfalls has meant that the local authority is working with Hamwic Trust with a proposed Free School application to meet basic need.

On the proposed site : [REDACTED] the residential developments and pupil yield are

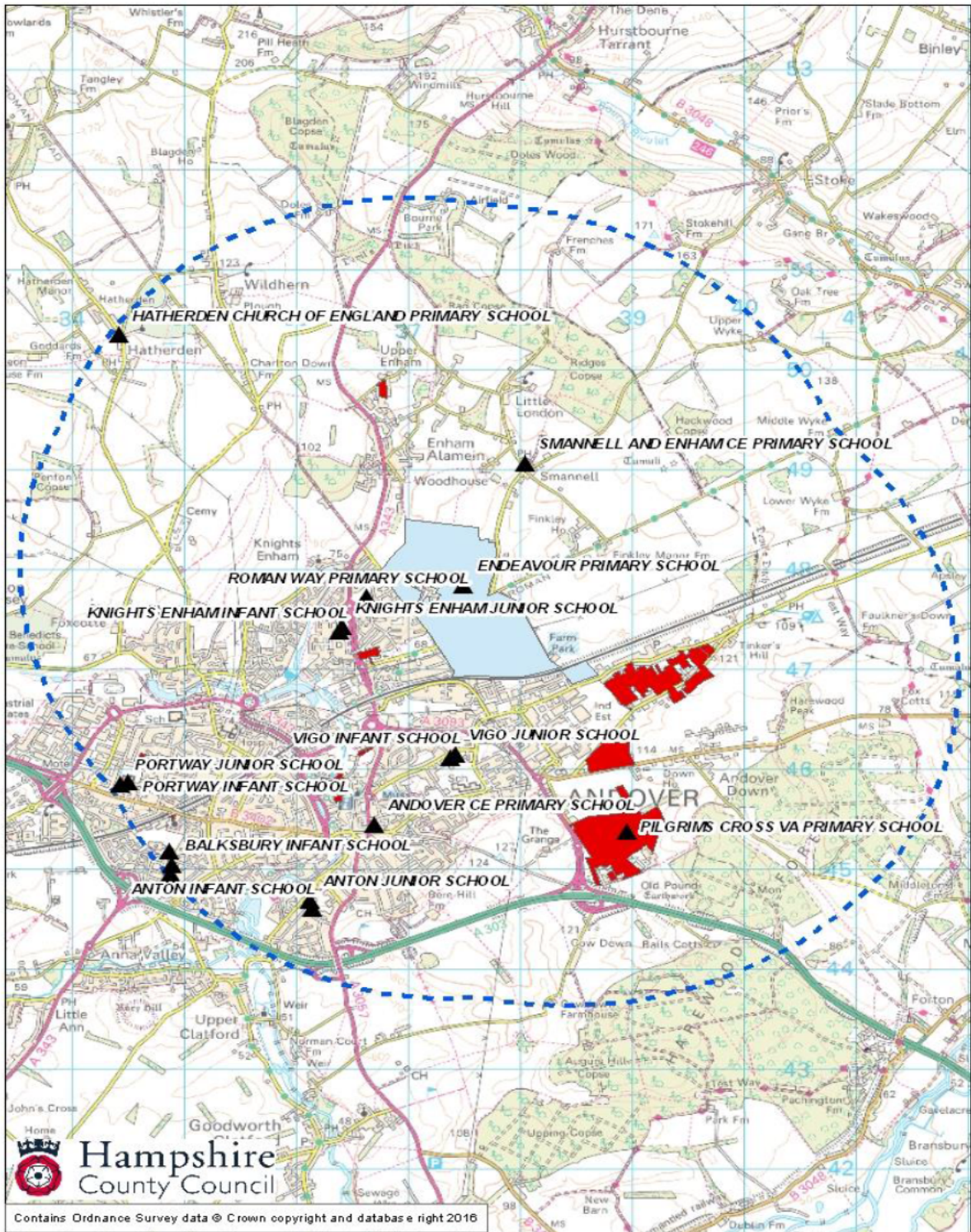
TOTAL HOMES		Primary
	Yield	378
1261	Yield Yr Grp	54

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

ADDRESS	TOTAL	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
██████████ ██████████ ██████████	1261	150	150	150	150	150	150	150	150	150	61

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

There is no capacity within the schools in a 2-mile radius to meet the needs of the new housing.



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
<p>Hampshire County Council undertook a public consultation 31st November 2015. All new houses and all pupils at local school received letters informing them of the proposals to build a new school.</p> <p>Hampshire County Council reported positive responses to this consultation.</p>

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)
██████████	██████████	Yes	████████████████████ ██████████ ████████████████████ ████████████████████	Education	15
██████████		Yes	████████████████████	Business	5
██████████ ██████████	██████████	Yes	████████████████████	Business	5
██████████	██████████ ██████████	Yes	████████████████████ ██████████	Education	5
██████████	██████████	Yes	████████████████████	Finance	5
██████████ ██████████	██████████	Yes	████████████████████ ████████████████████	Human Resources	5
██████████	██████████	Yes	████████████████████ ████████████████████	Health and Safety	5
██████████	██████████	Yes	████████████████████ ██████████	Education	15

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Pre-opening project management, planning and preparation is as follows:

Managing the project

This project will be managed with in the Hamwic Trust which has a Regional School's Commissioner recognised capacity and potential the identified staff have the relevant skills and capacity to oversee the aspects of the pre-opening project work that are required. The Free School is based upon an outstanding school and as this is a basic need application in collaboration with Hampshire County Council much of the required marketing and recruitment and procurement work has already been achieved.

Procurement

There are no skills gaps or services that are required from outside the Trust.

Hamwic Governance

Hamwic Trust have a secure and robust governance structure. It is a company limited by Guarantee. Trustees are already in place.

Funding

Financial management Project Development Grant is to be managed with the Trust accountant. Initial cost estimates and tenders phase have already been undertaken by Hampshire County Council.

Site and buildings

The Executive Head and his team are working closely already with Hampshire County Council [REDACTED]

Admissions

David Kirk Academy will be following the statutory admissions code and will be using the Trust admissions advisor to ensure all statutory policies, procedures and requirements are adhered to. They will oversee the statutory consultation timeline for admissions at the Free School.

The executive head teacher with [REDACTED] school team and Hamwic Central Services Team have the necessary skills, expertise and capacity to ensure all other aspects of the pre-opening will be undertaken in an effectively managed manner. Many of the policies and procedures needed in the pre-opening phase will be replicated from the outstanding school.

F1 (a) Skills and experience of your team

All EFA contact and requirements around the academies handbook and financial management and governance self-assessment will be managed by the Head of Finance for the Trust.

Pre-opening guidance clearly states all the statutory aspects of opening a school, all of which the team have had much experience and support in. This gives us confidence that the pre-opening activities can be managed effectively for a September 2017 opening.

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
Build project management	Pre-opening team	Hampshire County Council have allocated an individual to oversee the project management of the building

[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

A whole Trust governance review was carried out during 14/15 and implemented during 15/16 by [REDACTED]. The aim of the review was to ensure that there were clear lines of accountability in between the schools and Trust Boards and Hamwic Board and to avoid any conflicts of interest. Revised Articles of Association were agreed and have been filed at Companies House.

Hamwic Board

The Hamwic Trust Board has an independent Chair and Directors from education and business backgrounds. The Hamwic Board terms of reference can be found on the Hamwic Trust website (www.hamwic.org). The members are school representatives (nominated by each Regional Committee Local Governing Body) and have the following responsibilities:

- To appoint Directors
- To approve amendments to the Articles
- To act as ambassadors to the Trust

There are three committees under the Hamwic Board. These are;

- **Governance and Ethos Committee** (Hamwic Chair and Chairs Of MATS) - Review governance - Review performance of Managed Services - Feed into performance management of CEO - Search for potential Directors to be appointed by the Members
- **Audit Committee** - To approve consolidated accounts - To review risk register
- **Remuneration Committee** - To set pay levels for Hamwic Executive Team - To carry out the performance management of the CEO

MAT Boards

The composition of each MAT Board is as follows:

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

- An independent Chair who is also a Director
- The CEO who is a Director
- The Chairs of Governors from each Local Governing Body who are Directors and Members.
- 2 x Co-opted Directors

There is a scheme of delegation for each MAT Board and roles and responsibilities are stated on the Trust website.

Local Governing Bodies

Local Governing Bodies are able to determine their own make up and structure and decide what other committees they may have.

Where there are schools with no LGB, the Trust carry out the governance role.

- The boards and local governing bodies are advised by the Hamwic executive team which includes 1 HMI, 2 Ofsted Inspectors, 2 NLE's, Deputy Chief Executive Officer [REDACTED] Accountant to advise on effective decision making across all areas of the school
- Hamwic Central Services conduct full HR audits and financial reviews including internal audit, 5 year budget plans and health and safety reviews
- Hamwic standards department conducts full OFSTED style reviews on each school
- The above reviews ensure a high level of scrutiny and are reported at each level through governance

The above governance structure has been tried and tested thoroughly over 15 schools 13 of which are primaries of these 3 are Outstanding 11 are good and 1 is Requires Improvements.

There are no conflicts of interest.

There are no financial Trustees

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

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

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

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

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

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

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

F5 – Independent schools have an appropriate, well-maintained, and secure site
[Add text here. Table expands]

Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability

As a Multi Academy Trust / Approved Academy sponsor with a strong track record we are following the criteria for assessment guidance which states page 37 applicants 2 / 4 “ you do not need to complete the excel template at this stage”

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

CV template

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

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

Self-assessment form for independent schools

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

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

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

Governance self-assessment

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

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



Department
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Reference: DFE-00177-2016



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