



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

GROVE C OF E 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?	X	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of need	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Budget planning and affordability	x	<input type="checkbox"/>
Section H: Premises	x	<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?	x	<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?	x	<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:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

Rationale for a new Academy in Grove

The necessity to provide additional primary and secondary school places in Grove has long been acknowledged and planned for by Oxfordshire County Council (OCC) since 2000, in line with a number of expected housing developments, one of which is a major build of 2500 homes on the former Grove Airfield. See link below:

<http://www.whitehorsedc.gov.uk/java/support/Main.jsp?MODULE=ApplicationDetails&REF=P12/V0299/O#exactline>

Whilst the Grove Airfield housing project has not yet come to fruition, a number of other local building projects have moved forward; as such there is already significant pressure on local primary and secondary provision.

At secondary level, the school currently serving the area of Wantage, Grove and surrounding rural area is King Alfred's Academy in Wantage. King Alfred's is a large and very successful academy within the Vale Academy Trust (VAT) - graded 'outstanding' at last inspection - and it is also a National Teaching School. King Alfred's has already (at the request of OCC) temporarily increased its PAN from 310 to 390 to accommodate the growing number of children requiring local secondary education. The agreement was that this would be a temporary increase until a new Grove school opened. At that point the PAN would reduce to 270 as the Grove school became established.

This situation has also been discussed with the EFA, as King Alfred's is currently in the process of restructuring from a three site school to a two site school within the town of Wantage. The EFA and DfE have supported these plans on the understanding that the new buildings on site have been designed for an intake of 270 per year group, plus a sixth form.

The growing pressure on primary school places in the catchment is well-recognised and keenly felt by OCC and they have planned for two new, two form entry primary schools in Grove, in addition to a new 600 place secondary school, as the expected house building plans are completed over the next 10 years.

Due to the aforementioned circumstances, there is a need for additional school places

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

as of now. The evidence for this is:

- King Alfred’s current temporary expansion at the request of OCC
- Expansion at St James C of E Primary Academy (one of 5 local primary schools within the Vale Academy Trust) which began last year
- Expansion of Charlton Primary Academy (also within the Trust) as of last year
- Planned expansion of Stockham County Primary School

Latest figures from Oxfordshire County Council (September 2016) indicates a predicted rise in numbers within our partnership as follows:

Reception-Year 6

2015 2,342 pupils 2023 3,420 pupils

Year 7 – Year 13

2015 1,848 pupils 2023 2,544 pupils

Growth Plans

Currently the Vale Academy Trust is comprised of schools based in and around Wantage and Grove. The Trust is responsible for six academies: a secondary academy (King Alfred’s) and five local primary academies. The Trust was formed in October 2013 and is currently expanding with the support and approval of the [REDACTED] [REDACTED] DfE. This expansion includes the addition of Larkmead Secondary School that has now received its Academy Order and will convert and join the Trust in January 2017. Larkmead School is based 10 miles away in Abingdon. It is expected that a number of local primary schools in Abingdon will convert and join Larkmead over the coming year. This new cluster of Abingdon schools will help the Trust grow locally. The Trust will then operate a ‘cluster model’ with one cluster based in Wantage and Grove (including approximately seven academies) and another cluster in Abingdon (with approximately five academies).

Both clusters would be led by Executive Headteachers who would report to the Chief Executive of the Trust. There are other primary schools in the Wantage/Grove and Abingdon areas, and Abingdon also has two further secondary schools, thus parents will continue to have a choice of educational providers at all phases. These plans have been shared with the RSC who accepts that we do have the capacity to operate such a system. (See attached letter from the RSC). By operating locally, the VAT is ‘in touch’ with and knows (and is, therefore, sensitive to) the needs of its community. As such, it is able to monitor and challenge its academies as necessary.

The Vale Academy Trust ([REDACTED]) has decided that we can wait no longer for new school provision in Grove, as information supplied by OCC clearly shows that within a few years (and even with a current temporarily increased PAN of 390) King Alfred’s will not be able to cater for the local demand for secondary school places. With King Alfred’s consolidating onto two sites and releasing its third site

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

to developers (King Alfred's have received formal approval from the Secretary of State to dispose of the site) there is now an opportunity to open a new academy in Grove which will ensure there are sufficient school places across the wider area for decades to come. In particular there is no CE provision locally at secondary level to provide choice (the Oxford Academy is the nearest).

By supporting this application for an 'all through' academy sponsored by the Vale Academy Trust, this would offer an ideal local solution allowing for the best possible use of public funding. This will be guaranteed due to the efficiencies and sharing of resources already taking place locally within the Trust.

Vision for the Grove Academy

The Vale Academy Trust has decided that it would be in everyone's interest for the Trust to open a new 'all through' CE designated academy (2-16) including nursery provision so that demand for school places can be planned and managed over the coming years across Grove, Wantage and the surrounding villages. We believe a CE secondary will offer genuine parental choice which will contribute to greater overall parental choice throughout the area.

Executive Summary for the Overall Vision of the Grove Academy

The key areas include:

- **Ethos and Values**

The focus at the heart of the new Grove Academy will be on developing very strong relationships with families, starting from entry into the Nursery and Reception and continuing through to Year 11. We believe that this will help support the growing number of disadvantaged families living in the area.

The Grove Academy will have an academically strong and exciting curriculum that will meet the needs of current and future learners, whilst developing resilience and determination along the way.

The Academy will be led by its own Headteacher but will be supported and challenged by the Vale Academy Trust.

With a Church of England designation and character, the Academy will also be supported by the Oxford Diocesan Board of Education who are already partners within our multi academy trust.

- **Teaching and Learning**

By being an 'all through' school from 2-16 the Grove Academy will have the best primary pedagogy supported by the best secondary subject expertise; together they will co-create excellence.

There will be an incisive response to the needs of vulnerable learners as they move through the school. This will include innovative structures that enable seamless and rapid progress through the key stages.

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

- **Curriculum (also see D1)**

The curriculum will build on the National Curriculum to educate every child in the broadest possible sense. As such, learners will understand their responsibilities as local, national and global citizens.

There will be a culture of oracy, literacy, reading and numeracy at the heart of the curriculum and digital technology will be an essential tool used throughout at all key stages.

Due to its location in South Oxfordshire the academy will have a strong focus on Science.

- **Parents**

Families will receive wrap-around care as necessary, starting in Nursery. This will include support for families with health and employment issues, and offer solutions such as adult learning. This important lasting care will grow according to a family's needs over time.

The most vulnerable families will receive the most extensive support and we will help them to access wider agency support with a view to ensuring the ultimate success of each and every child.

- **Partnerships**

The Grove Academy will build on existing effective networks already in place across the Trust, such as those linking with Oxford Diocesan Board of Education, Oxford University, Oxfordshire Teaching Schools Alliance, local businesses and local health providers.

- **Structures, Support and Processes**

The Vale Academy Trust will support and promote a culture of educational leadership that is outward looking, collaborative and reflective.

The highly effective central team from the Trust will ensure that the Headteacher can focus on driving-up learner outcomes and raising standards.

By making use of the current staffing structure within the VAT, we will ensure the most effective and efficient use of public money.

Summary

Based on the current evidence of progress and success within VAT academies (and under-pinned by the support of the highly effective central team) the Grove Academy can deliver outstanding education. [REDACTED]

[REDACTED] The Grove Academy will be supported and challenged by the current experienced Board of Directors working in tandem with its local governing body and as a CE school we will also have the support of ODBE.

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

The Grove Academy will also open its doors and provide an option for families whose children attend other primary schools in the area at the point of transition between Year 6 and 7. It will be essential to ensure that pupils joining Year 7 from these schools are in no way disadvantaged by not having attended the Grove Academy from Nursery or Reception. The Vale Academy Trust is already very successful at this stage of transition. Currently two thirds of Year 7 students move up to King Alfred's from primary academies within the Trust, leaving another third that join the school from a wide range of primary schools across the area. Everyone is aware of the need to ensure that transition for these students is also second to none.

The Grove Academy will employ Home School Link Workers and Student Managers that will liaise and work together, meeting with families on a number of occasions so that students are ready for transition. No student will, therefore, be disadvantaged by only joining the Academy at the start of the secondary phase.

As a strong and successful local multi academy trust with a proven track record at both primary and secondary level, we believe that the new Grove Academy should be an 'all through' school. Whilst each academy within the Trust operates under a scheme of delegation, our sharing of expertise, resources and experience benefits all our children across all our academies. Currently the Trust is delivering a seamless educational experience across all the age ranges and key stages, but this could be further enhanced if logistical and physical barriers did not exist, as under the conditions that would prevail in an 'all through school' under one roof.

Grove Academy will be academically successful (as are our current academies) and it is envisaged that the majority of students will transfer to the sixth form within King Alfred's (two miles away) at the end of Year 11. We believe that maintaining a strong, successful and large sixth form at King Alfred's (rather than splitting into two sixth form providers) is more sensible and sustainable, offering more options for students who wish to enter sixth form.

It is also expected that closer links will be developed with the local business community in order that students wishing to move into a more business-orientated environment post GCSE will have a wider range of excellent career opportunities. The Vale of White Horse in South Oxfordshire is attracting many new technological and science-based companies, many of which report challenges in recruiting high quality applicants to fill a variety of employment and apprenticeship vacancies.

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	2025
Nursery			78 + 8* *8 full time or 16 part time 2 year old places and 78 3 or 4 year old places See explanation below	86	86	86	86	86	86
Reception			60	60	60	60	60	60	60
Year 1				60	60	60	60	60	60
Year 2					60	60	60	60	60
Year 3						60	60	60	60
Year 4							60	60	60
Year 5								60	60
Year 6									60
Year 7			120	120	120	120	120	120	120

Year 8				120	120	120	120	120	120
Year 9					120	120	120	120	120
Year 10						120	120	120	120
Year 11							120	120	120
Year 12									
Year 13									
Totals			266	446	626	806	986	1046	1106

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
Nursery			Nursery Curriculum will follow the curriculum as outlined in the Statutory Framework for EYFS (2014)
Collective Worship			There will be a daily act of collective worship across all Key Stages.
Reception Class	9.00am-3.10pm each day	M	Nursery Curriculum will follow the curriculum as outlined in the Statutory Framework for EYFS (2014). In addition, every child will receive an adult led session of maths and literacy every day and a separate phonics session every day.
KS1	8.40am-3.10pm	M	National Curriculum will be followed, including compulsory religious education and PSHE/SMSC.
English	7.5 hours	M	Reading and Writing

	per week		Speaking and Listening Talk for Learning, Story Telling
Maths	7.5 hours per week	M	Based on Puma standardised tests – supported by ‘Big Maths’ and ‘Mastery’ approach
			<p>Other subjects will be taught through enriched topics which are planned and delivered to stimulate the needs and interest of the pupils including: Science, ICT, DT, History, Geography, Art and Design.</p> <p>Additional English and Maths will also be integrated into these topics at every opportunity.</p> <p>Topic links with RE will be maximised wherever possible, and also taught discretely.</p> <p>PE/Health and Wellbeing will have discrete time allowed each day.</p> <p>Music will be integrated into topics and taught with the support of the Central Team Music specialist.</p> <p>One session per week will be allocated to Spanish from KS1 onwards. Opportunities for integrating Spanish language and culture into everyday teaching and learning will be utilised.</p> <p>All topics will maximise the opportunities for Outdoor Learning (including the Forest Schools Programme).</p>
KS2	8.40am-3.40pm every day		National Curriculum will be followed, including compulsory religious education and PSHE/SMSC.
English	7.5 hours per week	M	Reading and Writing Speaking and Listening Talk for Learning, Story Telling
Maths	7.5 hours per week	M	Topic and specialist teaching of Maths

Science	2 hours per week	M	Using specialist science staff and facilities based in KS3 science area
Music	2 x 30 mins sessions per week	M	Using specialist Central Team Music staff and KS3 facilities
Spanish	2 x 30 mins sessions per week	M	Opportunities for integrating Spanish language and culture into everyday teaching and learning will be utilised.
			<p>Topic links with RE will be maximised wherever possible and also taught discretely.</p> <p>PE/Health and Wellbeing will have discrete time allowed each day.</p> <p>Other subjects will be taught through enriched topics which are planned and delivered to stimulate the needs and interest of the pupils including ICT, DT, History, Geography, Art and Design.</p> <p>Additional English and Maths will also be integrated into these topics at every opportunity.</p> <p>All topics will maximise the opportunities for Outdoor Learning (including the Forest Schools Programme) and this learning will be supported by exceptional learning facilities.</p>
KS 3 (based on a 26 hour teaching week)			National Curriculum will be followed, including compulsory religious education and PSHE/SMSC.
Maths	5	M	Maths every day for every student, set by ability
English	5	M	English every day for every student
Science	3	M	Due to the proximity of several important science hubs in the area, science will be prominent in the academy and will draw on local expertise and support from science and high tech businesses.
Spanish	2	M	

Geography	2	M	
History	2	M	
Technology and Art	1	M	Further supported by extra-curricular activities
Physical Education	2	M	Further supported by extra-curricular activities
Religious Education	1	M	
Music	1	M	Further supported by extra-curricular activities
Drama	1	M	Further supported by extra-curricular activities
Computing	1	M	Further supported by extra-curricular activities
KS 4 (based on 26 hours teaching week)			National Curriculum will be followed, including compulsory religious education and PSHE/SMSC.
Maths	5	M	Maths every day for every student
English (Literature and Language)	6	M	English every day for every student
Science	4	M	Triple Science Award will be taught to most groups. A small number will follow Double Science Award.
Spanish	2	M	
Geography or History	2	M	Students will choose one of these, but will have the option of doing the second in an 'Option Block'.
Physical Education	1	M	Further supported by extra-curricular activities
Religious Education	1	M	
Computing	1	M	Further supported by extra-curricular activities
Option Block One	2		To include: Business Studies, History or Geography, Technology

Option Block Two	2		To include: BTEC or GCSE Physical Education, Music, Drama, Ethics and Philosophy
		M	Sex and Relationship Education Enrichment across all stages SMSC – delivered through daily acts of collective worship and extended daily tutor sessions through KS3/4

[Add more lines as appropriate]

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

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

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

The current level of pupils claiming Free School Meals in schools within the Vale Academy Trust is approximately 19% but there is a rising trend, especially in primary schools within the Grove area. As such, it is very important that the Grove Academy's curriculum offer ensures that pupils from disadvantaged backgrounds are given the necessary support (with this support also extending to their families) so that these pupils do well in standardised and national tests across the key stages, including the English Baccalaureate.

There is a very low number of EAL families within the Trust, and it is expected that the Grove Academy will also have a very low number of EAL pupils and families. The majority of families are white working class and it is expected that the split between boys and girls will be similar to what we currently see across our academies; ie. an intake of 55% boys and 45% girls across the year groups. This imbalance is due to a disproportionate number of girls being educated privately within South Oxfordshire.

Due to the reasons above, the number of hours that will be allocated to numeracy and literacy will be high. However, in general the curriculum will follow a similar pattern to that offered across the key stages to pupils and students within the Trust's current academies, as it is proving to be very successful. In order to raise standards in literacy and numeracy we will work with families from the Reception stage onwards. The 'all through' academy structure will support this intention, as relationships with student managers and home school link workers will have been established early on and will, therefore, carry through into the secondary phase. Year 7 pupils requiring additional support at transition who have not come through the Grove Academy's primary phase will be identified early and monitored carefully, with additional supportive measures put in place for them as necessary.

Whilst there will be significant support in place for students from disadvantaged

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

backgrounds - and for those with individual special educational needs - the academy will also offer a special programme for highly able learners. It is expected that approximately 10% of the cohort will be enrolled onto a Highly Able Programme which will include a wide range of opportunities across each phase of learning. The programme will exist alongside the extensive enrichment programme open to all students, whilst providing additional support for the most academically able in recognition of their specific needs. It will include a breadth of cultural experiences and knowledge, equipping young people with the ability to challenge perceptions of themselves and the world they live in whilst enhancing their knowledge, confidence and ambition to make the most of the opportunities open to them, both locally and further afield. Students participating in the programme will also receive mentoring from sixth form students studying at King Alfred's Academy.

As part of the process of following the National Curriculum across the key stages, Headteachers and staff will be involved in regular team meetings to share and discuss curriculum matters, as happens currently in all our academies. This will include discussions on assessment procedures across the curriculum; pupils and students at the Grove Academy will undertake standardised testing in line with other pupils and students across the Trust, enabling Headteachers to assess the effectiveness of the curriculum via the benchmarking of pupil progress and attainment throughout the year.

This work will be moderated by the Central Teaching and Learning Team [REDACTED]. Data will then be scrutinised by the Trust's Teaching and Learning Committee.

The Grove Academy will report to parents and guardians on the progress made by their sons and daughters at least three times a year. This will be supported by six opportunities during the year for parents to meet key teaching and pastoral staff to discuss academic progress and learning outcomes.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

As part of the Vale Academy Trust, the Grove Academy will benefit from the Trust's full support and develop and flourish accordingly. The current (and very successful) standardised testing and assessment system in operation across the key stages in all the Trust's academies would be extended into the new Grove Academy. Teachers will receive full training and support in its implementation to ensure that they can deliver on monitoring pupil performance and planning for continuous improvement, with their work being overseen by the Central Teaching and Learning Team. The Grove Academy's Headteacher and senior staff would also benefit from working with peers across the Trust's academies to consolidate assessment and pupil progress across the new Academy.

The assessment system currently in operation across the Trust was implemented following extensive consultation and robust evaluation by the Head's Operational Group, which meets throughout the year to monitor pupil progress and outcomes. All pupil data targets are shared with the Vale Academy Trust's Teaching and Learning sub-committee and each academy's Local Governing Body. Data and outcomes are also reviewed and discussed throughout the year in regular meetings between the Chief Executive and every Headteacher, and then again during Local Governing Body meetings. Fisher Family Trust data is used extensively in all academies to help set pupil and student targets and, importantly, these targets are then shared with relevant staff. In summary, all the Trust's schools are expected to set aspirational targets for all pupils. Specific groups, including disadvantaged pupils, pupils identified as SEND and highly able pupils are all monitored to ensure that all of them have appropriate and aspirational targets set; these targets are then disseminated to all staff involved in the education of these groups.

KS1 Fisher Family Trust predictions

These are calculated by using the following pupil information:

- Whether or not pupils achieved a good level of development at the end of their Reception year.
- How well they scored on three core Early Learning Goals (communication, language, and literacy; Maths; personal, social, and emotional development).
- Pupils' gender and the month of their birth.

Currently, at KS1 and KS2 all pupils in the Trust complete standardised tests in Maths, Reading and Writing three times a year. All tests are marked and then moderated across the Trust so that benchmarking can be completed. This informs individual academies and the Board on progress and where to place additional resources. At KS3 and KS4 student progress is reported on a termly basis to parents and guardians. It is expected that once Larkmead School joins the Trust, both secondary academies will liaise on current and future assessment processes at KS3, KS4 and KS5. It is assumed that the Grove Academy will follow these systems that will be implemented to monitor progress across the key stages, and that the staff there will be involved in the same way as current staff are across the Trust.

The target-setting process for staff begins at their annual appraisal meeting. The procedure commences with each Headteacher's appraisal, carried out by a sub-committee approved by the Board. That sub-committee will include: the Chair of the

D2 – measuring pupil performance effectively and setting challenging targets

Local Governing Body for the individual academy; the Chief Executive [REDACTED] [REDACTED] who ensures that targets set are consistent and pose sufficient challenge; an external consultant who helps bring an objective view to the target and objective-setting process. Each Headteacher will then set appropriately challenging targets and objectives for their own staff based on historical data for the school, whilst also taking into account local and national data.

All academies within the Vale Academy Trust operate under a set of Trust policies. Whilst each academy may have individual procedures linked to a policy, all academies share and follow the agreed vision regarding key areas linked to behaviour; SEND, disadvantaged pupils; assessment procedures and so on. This consistency of approach supports benchmarking across the academies.

All the processes mentioned above are monitored by the Teaching and Learning Central Team who, in turn, are overseen by the Chief Executive and who also have their work scrutinised by the Teaching and Learning Committee of the Trust.

The Grove Academy will follow the policies laid down by the Vale Academy Trust on all key issues.

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

Please see attached organogram for the proposed staffing structure for year 1 – 2019 and then also for 2025, when the academy will be at capacity (steady state). This structure is based on the current structures existing within King Alfred's and our two-form entry primary academies within the Trust - Wantage C of E Primary, Charlton Primary and Millbrook Primary.

The key difference is where we take into account the increase in support for the most disadvantaged children and their families via the Home School Link Workers and Student Managers, this being a core aim at the heart of the Grove Academy's ethos, as outlined in Section C. This support will start in the Nursery, running through to Year 11 - hence the emphasis on securing sufficient resources within the structure necessary to achieve this goal. This has been compensated for by a reduction in the number of Teaching Assistants that would be needed.

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

The Grove Academy will benefit from the support provided by a very strong central team of staff, as do all our academies. During the initial years, as capacity is built up, the Central Teaching and Learning Team will support the Nursery and EYFS Lead and the KS3 Lead. The Chief Executive and Executive Head will support the Academy's Headteacher and Local Governing Body.

The teaching of specialist subjects such as Music will be supported by staff from King Alfred's. Where, for example, King Alfred's currently employs a 1.8 fte music specialist, that member of staff will be offered extra teaching at the Grove Academy so that the new academy does not need to struggle to recruit specialist staff to teach minimal part-time timetables. The two academies, Grove CE Academy and King Alfred's, are situated two miles apart.

This arrangement will also be replicated for office staff, teaching assistants and counsellors. As the capacity of the Grove Academy increases, more staff will be appointed who will, eventually, become full time employees at the Grove Academy, thus gradually eliminating the need for the sharing of staff between schools. Staff development, talent identification and succession planning will still continue across the Trust, as it does now.

The benefits of operating within an established local Trust with regard to curriculum design and staffing are clear. There will be flexibility within the Trust system that will allow for some creativity in the deployment of teaching and support staff should income/funding be less than expected. Functioning outside of the Trust, during the early days following its opening would, no doubt, prove very challenging in respect of staffing for the new Grove Academy.

Recruitment of teaching staff for the secondary phase at Grove Academy will also be helped by the possibility that some post-16 teaching could additionally be available at King Alfred's. This will help circumvent the perceived barrier to recruiting high quality staff in schools that do not cater for post 16 students. This is another benefit to the Grove Academy of working with a local Trust, alongside that of its staff being able to access extensive professional development opportunities across the Trust and support for ambitious emerging leaders.

The Nursery team will be led by a qualified teacher supported by the EYFS Lead Practitioner (who is part of the Central Team) who will ensure that statutory staff to pupil ratios will be adhered to.

The nursery will open in 2019 with the following staffing structure (please see organogram).

Nursery Lead – qualified teacher

Three further qualified teachers supported by six Level 3 qualified adults and 1 Level 2 qualified adult.

These staffing numbers are based on assumptions from OCC and assumes that the "30 hours of free child care entitlement consultation" is complete and carried through. It also allows for 8 full time or 16 part time places for vulnerable two year olds.

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

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

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

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

The current Articles of Association for the Vale Academy Trust will be adopted and adhered to by the Grove Academy (as would be the case for any academy who joined our Trust). These Articles have been approved by the Department for Education and the Diocesan Board of Education. The Trust currently consists of three former community schools and three Church of England VC primary schools.

The Grove Academy will have a Church of England religious character. It will not have a faith ethos but the designated faith will be Christianity and the specific denomination will be the Church of England, as is the case with three of the current primary academies within the Vale Academy Trust. With the Grove Academy being a Church of England school, parents will not only have a choice at primary level but will also have the choice of a Church of England school for the secondary phase.

That said, the Grove Academy, as with the other Church of England academies within our Trust, will not in any way select pupils based on faith criteria and admission policies will remain unchanged. Our academies welcome children and young people of all faiths and cultural backgrounds.

Whilst the Vale Academy Trust welcomes families of any or no religion or faith background into its schools, fundamental British Values are taught across all our academies. Children and young people currently attending academies in the Trust (and those who attend the Grove Academy) will be protected from radicalisation because:

- All Headteachers and Designated Safeguarding Leads have attended ‘Prevent’ awareness training through Oxfordshire County Council’s Safeguarding Board
- The ‘Prevent Duty’ is acknowledged within our Safeguarding Policy and is a regular feature of staff training
- British Values are promoted throughout our academies via assemblies and other elements of Personal Social Health and Citizenship Education (PSHCE) alongside each academy’s own values
- Appropriate Risk Assessments are carried out by the Safeguarding Team
- Safer internet use forms part of the PSHCE programme, Parent Forums and Sex and Relationship Education
- Tolerance for different religions is taught through the Ethics and Philosophy and Religious Education curriculums across all academies
- The central management of IT systems involves the filtering of key words and blocks access to inappropriate websites.

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

Although rural south Oxfordshire is classed as a 'low risk' area under the 'Prevent' framework and prevailing risk assessments, staff are vigilant and understand their responsibilities.

The Vale Academy Trust continues to be very successful in its teaching and modelling of tolerance. This is not just in relation to religious beliefs, but also linked to a range of issues such as sexuality. The emphasis placed upon the teaching and learning of tolerance throughout all the Trust's academies has been hailed as best practice and recognised as an important successful feature by Ofsted during recent inspections. These principles will also be adhered to by the Grove Academy.

The Grove Academy will focus on the following key attributes to support the promotion and teaching of fundamental British Values including: Tolerance; Inspiration; Determination; Quality; Courage; Excellence; Respect and Responsibility.

There will be a daily act of worship and PSHCE and SMSC will be taught via extended daily tutoring sessions. These will include visits by representatives of local faith groups, having been invited to present topics and debate with young people throughout the year. This will be supported by a number of days when the standard curriculum will be suspended so that a topic or theme can be investigated more thoroughly. This could include one of the fundamental British values as well as the importance of democracy. This initiative is running very successfully across schools in the VAT, and has been praised by Ofsted inspectors during visits. All the current policies relating to PSHCE/SMSC/Sex and Relationships will be adhered to by the Grove Academy.

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

Please see attached numbers provided by Oxfordshire County Council re predicted growth in pupil numbers.

This bid is based on expected demand from extensive housing developments in the local area, [REDACTED]. The Vale Academy Trust has worked closely with Oxfordshire County Council (OCC) and the Vale of White Horse District Council (VOWH) to identify the projected need. The documentation quoted here demonstrates that the current local provision does not have the capacity to meet the need for additional provision at nursery, primary and secondary level.

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] in isolation will generate the need for around 3 forms of entry at primary level and two primary school sites have been reserved on [REDACTED], allowing the flexibility to provide one or two new primary schools. There is a planning expectation that any new primary provision will include nursery.

[REDACTED]
[REDACTED] Currently the closest option for pupils of secondary age is to transfer to King Alfred's Academy in Wantage. This is a co-educational non-selective school which was judged Outstanding at its last Ofsted inspection and is run by the Vale Academy Trust. The proposal is therefore to establish a new model which will give parents a genuine local alternative to the traditional secondary model whilst also delivering the high standards provided within the Vale Academy Trust. Grove Academy will be an all-through school. It will take pupils from nursery age through to 16. Currently there is no all-through school option available to parents in this area and it is not a model which is common in Oxfordshire. There are currently only 2 examples, both relatively new, which are north of Oxford City and therefore not realistically accessible on a daily basis. Although pupils will be admitted to Grove Academy at Year 7 if their parents make that choice, it will provide an option for parents who consider that their

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

children will benefit from continuous provision from nursery to 16 which is not currently available.

There are 12 primary schools within Wantage and the surrounding area that have traditionally fed into King Alfred's school. 8 of these schools have a Church of England ethos. Although many children attend because it is their local school, parents also choose these schools because of the Christian ethos. However, there are no secondary schools locally with a similar ethos. The closest would again be north of Oxford City and at 20 miles away not easily accessible on a daily basis. It is therefore proposed that Grove Academy will replicate the Christian ethos of the C of E Primary Schools within the Vale Academy Trust. This will give parents who wish to their child to continue in that type of provision an option to do so at secondary level. The school will not be a faith school and the admissions policy will not include a faith based provision. The school will be open, as all Vale Academy Trust schools are, to children and families of all faiths and none. However it will replicate the characteristic values of the Church of England which are demonstrated in the Vale Academy Trust schools which were previously Voluntary Controlled.

The text below comes from the Oxfordshire County Council (OCC) document:

'Identification of future school capacity needs related to planned housing development and existing population growth'. (Summer 2016)

Planning Area Details

Wantage planning area includes both the market town of Wantage and its surrounding villages, of which Grove is the largest. The area has borders with Abingdon, Didcot and Faringdon, as well as with West Berkshire.

Vale of White Horse District Council (VOWH) submitted their revised "Local Plan 2031 Part 1: Strategic Sites and Policies", to the Secretary of State in March 2015 for independent examination, and it is currently being modified following the Inspector's initial comments. The Plan includes strategic housing allocations at Crab Hill Wantage (1500) and Monks Farm Grove (750), which are in addition to the existing 2,500 home Local Plan allocation on [REDACTED]. In addition, there have been a number of smaller sites permitted or proposed in and around Wantage and Grove. Wantage and Grove's planned housing growth extends to beyond the current pupil forecast period.

In addition, the new housing built during the current forecast period will not have had its full impact on secondary school places, as secondary pupil generation typically lags several years behind housing growth.

Latest pupil forecasts for Wantage calculated summer 2016:

	R	1	2	3	4	5	6	Total
Actual May 2016	382	330	310	346	327	337	328	2360
Forecasts 2016/17	318	380	339	309	347	334	344	2371
2017/18	378	333	395	349	319	357	343	2473

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

2018/19	396	398	350	408	360	330	369	2611
2019/20	408	416	416	362	421	370	341	2742
2020/21	436	428	433	428	373	434	380	2912
2021/22	457	458	447	447	442	386	447	3084
2022/23	482	481	479	462	462	457	400	3223
2023/24	495	506	501	495	477	475	471	3420

	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Actual May 2016	302	313	294	296	315	150	153	1823
Forecast 2016/17	334	312	319	295	307	196	116	1879
2017/18	346	339	318	325	300	193	147	1969
2018/19	349	354	349	329	334	188	145	2048
2019/20	388	357	363	369	336	210	141	2154
2020/21	353	395	365	372	366	211	157	2219
2021/22	395	361	404	374	380	229	158	2302
2022/23	469	403	371	415	383	238	172	2451
2023/24	433	477	412	380	423	241	179	2544

NB. These are currently provisional forecasts subject to DfE final validation. Forecasts are based on the housing trajectory assumed in the Vale of the White Horse's 2014 Annual Monitoring Report, the large strategic housing sites have not progressed as quickly as assumed.

Pupil Census Data May 2016: Primary

School	DfE	Capacity	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Charlton (village)	2573	420	61	60	52	60	42	43	45	362
Grove C of E	3228	210	30	22	14	29	22	29	22	168
Millbrook	2016	420	60	55	52	58	55	59	56	395
St Amand's RC East Hendred	3855	150	17	15	20	16	15	21	18	122
St James C of E East Hanney	3225	120	26	13	17	15	15	15	16	117
St Nicholas C of E East Challow	3224	105	16	14	11	16	13	12	11	93
Stanford in the Vale C of E	3240	210	29	29	29	25	32	28	29	201
Stockham (village)	2583	210	30	30	28	30	30	29	30	207
The Hendreds	3250	126	27	13	16	20	18	27	17	138

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

C of E										
The Ridgeway C of E	3231	70	11	9	8	5	12	6	13	64
Uffington C of E	3251	105	15	15	15	13	13	12	12	95
Wantage C of E	3246	420	60	55	49	59	60	56	59	398
Total		2566	382	330	310	346	327	337	328	2360

Pupil Census Data May 2016: Secondary

School	DfE	Capacity	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
King Alfred's Academy	4050	1469	227	225	166	222	213	99	100	1252

Comment on overall sufficiency of places:

Primary: This area currently offers 386 places per year group in the primary sector, including the recent increase at St James CE Primary School. Based on current forecasts, more primary school places will be needed by 2018. However, the progress of the Grove Airfield and Crab Hill strategic housing sites has been slower than assumed in these forecasts, and pupil numbers are therefore expected to grow more slowly than indicated. Large strategic housing developments will be required to provide on-site primary schools; smaller sites are expected to need to contribute towards expansion of primary school capacity.

The Grove Airfield strategic housing development will include two new primary schools and Crab Hill will include one new primary school. The timing of each school will be determined by the progress of the housing site, but the first school is expected to be needed early in the development, due to a lack of spare places in existing schools. At this stage, it is expected that the Crab Hill primary school will need to be 2 form entry, and that [REDACTED] in isolation will generate the need for around 3 forms of entry; as the scale of growth is still uncertain, two primary school sites have been reserved on Grove Airfield, allowing the flexibility to provide one or two new primary schools.

In addition to planned new schools, the feasibility of expanding Grove CE Primary School (particularly related to the Monk's Farm housing development) and Stockham Primary School (related to housing development in Wantage) is being assessed; some village schools may also have potential to expand if necessary.

Secondary: King Alfred's Academy previously offered 310 places per year group but through agreement with the county council has increased that to 390 until the new [REDACTED]

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

secondary school can open. Based on current forecasts this is expected to be sufficient until 2020; most of the impact of the large scale housing development planned for Wantage and Grove will affect secondary schools after this timescale. The proposed Section 106 agreement for the [REDACTED], and funding is also sought/secured from other local developments. The eventual scale of growth is not yet confirmed, but the local authority's working assumption has been for a 600 place school in the first instance, growing in phases of 300 or 600 to a maximum of 1200, or possibly 1500, places.

Local Authority's view on the need for a free school in this area:

The local authority confirms a need for new schools related to planned housing growth in Wantage and Grove, and has publicised that need to potential providers. The local authority therefore welcomes high quality free school bids which are fully aligned with the local need for new school places. In the absence of any wave applications, the local authority would expect to commence a Section 6A (Education Act 2011), free school presumption competition 2-3 years ahead of the school's expected opening date, once that is confirmed. The county council is close to securing two primary school sites and a secondary school site within the [REDACTED] through a S106 agreement. Within [REDACTED], there is potential, inter alia, for an all-through school to provide both primary education serving the [REDACTED] and secondary education serving a wider area. This could be based solely on the identified secondary school site in the first instance, with the potential to expand onto one or both of the identified primary school sites as the local population grows.

Text from OCC 2016 Pupil Place Plan Draft, Wantage section updated summer 2016:

Comments on school capacity

Pupil numbers in this area have risen sharply in recent years and will continue to do so due to recent and proposed housing developments. Wantage town in particular has had a shortage of primary school places, and Charlton Primary School has recently been expanded; the feasibility of expanding Stockham Primary School has also been assessed, but this is dependent on acquiring additional land. The feasibility of further expanding Grove CE Primary School is also being assessed, to enable it to meet the needs of the planned and proposed north Grove housing developments (Monk's Farm).

The strategy for future growth in school capacity is based on a combination of new schools planned as part of strategic housing developments and expansion of village schools where this is appropriate to allow them to respond to local housing developments. Many of the village schools have site constraints which make expansion challenging, in particular Stanford-in-the-Vale, where additional land is required to allow the school to meet the needs of the local community.

The higher pupil numbers currently at primary school will, once fully transferred to secondary school, remove all spare secondary school places. The scale of growth planned exceeds the expansion potential of King Alfred's Academy, and a new school is therefore planned on [REDACTED]. Until this school opens, King Alfred's is increasing its intake to meet the needs of the local population. This has been made possible through careful planning of its site development programme which will enable the school to accommodate higher pupil numbers, ahead of the planned disposal of one of the school's three sites.

The [REDACTED] development is intended to total 2500 homes, and includes sites for two primary schools and a secondary school. Crab Hill will also include a new primary school. Until the new schools are built, it may be necessary to use temporary accommodation on existing

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

school sites, particularly if the suggested expansions noted above prove not to be feasible.

Early Years Free Entitlement

Currently there are insufficient places for all eligible 2 year old children in this area to access their entitlement locally, particularly in [REDACTED] – options to address this are being explored. The scarcity of places at the local level means it can be difficult for families to access provision, increasing the likelihood of children not taking up their entitlement. Otherwise there is just sufficient provision to meet the needs of the local population, but additional capacity will be required to meet additional demand for places created by housing developments. The new schools planned in the area will include nursery classes.

Housing Developments predicted for area

Vale of White Horse District Council submitted their revised Local Plan 2031 Part 1: Strategic Sites and Policies to the Secretary of State in March 2015 for independent examination.

The Plan includes strategic housing allocations at: Abingdon (1000); Kennington (270); Radley (240); Sutton Courtenay (220); East Hanney (200, may be deleted or moved to Local Plan Part 2); Kingston Bagpuize (280); Didcot Valley Park (800); Milton Heights (400); Harwell village (200); Harwell Campus (1400, may be deleted); Crab Hill Wantage (1500); Monks Farm Grove (750); Stanford in the Vale (200); Faringdon & Coxwell (950); Shrivenham (500). These will all require expansion of school capacity through extensions of existing schools or new schools within the larger developments. A further 1900 dwellings remain to be identified through the Local Plan Part 2 or Neighbourhood Development Plans, or from “windfalls”, some of which will also require expansion of school capacity. There is also work ongoing to identify how Oxford’s unmet housing need could be delivered through sites in the surrounding districts, which may lead to a further allocation of housing in VOWH.

Nursery provision

The following text is taken from the OCC paper:

[REDACTED]

[REDACTED]

[REDACTED]

Reason for review: inform potential application for Free School application

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

Area:-

	Demand and Supply : Wantage School Partnership				Demand & Supply Ward : Grove			
Term	Places needed 2 yo	Places available	Population 3 and 4 year olds	Places available	Places needed 2yo	Places available ¹	Population 3 and 4 year olds	Places available
Summer 2016	56	48	555	527	15	5	173	121
	Sufficiency 86%		Sufficiency 95%		Sufficiency 33%		Sufficiency 70%	
Spring 2016	60	41			20	2		
	Sufficiency 68%				Sufficiency 10%			
Autumn 2015	61	55			21	7		
	Sufficiency 90%				Sufficiency 33%			

Sources and limitations of data

Funded 2 year old children

- Places needed are taken from data of eligible children provided by the DfE and matches them to places available in the school partnership area where the child lives.
- They do not reflect children living in one area but accessing their NEF entitlement in another.

Funded 3 and 4 year old children

- The age eligibility criteria for the early education entitlement means that the lowest demand for places occurs each autumn term and the highest in the summer term. In order to ensure all year round availability of places the summer term's data is used when assessing sufficiency of places.
- Places needed are based upon population estimates and assumptions made for children eligible for Nursery Education Funding that are of nursery class age (children that are aged 3, and eligible for NEF, plus those that were 3 at the beginning of the 2015/16 academic year but had turned 4 by the 31 August 2016).

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

- Estimated population data for the area are matched against places available in school nursery classes and places actually taken up in the private, voluntary and independent sector in the same area. They do not reflect children living in one area but accessing their NEF entitlement in another.
- The data does not reflect any spare capacity in the PVI sector or where school/academy nursery classes have admitted in excess of their published number.

Area feedback:

The Family Information Service report some families in the partnership area and [REDACTED] in particular wishing to access their 2 year old entitlement but unable to find a place that is accessible for them.

30 hours entitlement:

It is estimated that circa 64% of nursery age children living in the Vale of White Horse District will be eligible for the increased entitlement. In the Wantage school partnership area this means circa 350 children in the summer term.

Early data suggests a shortage of circa 200 places but more information and analysis required.

Impact of housing development

Pupil Place Plan notes for the Wantage school partnership area that for early years:

“.....additional capacity will be required to meet additional demand for places created by housing developments. The new schools planned in the area will include nursery classes.”

Grove Airfield Development – this development has been estimated to generate 256 0-3 year olds within 10 years of the development commencing, equivalent to 64 children per year of age, peaking at over 300 0-3 year olds before stabilising as the development matures. There is no confirmed start date for this development.

Year of development	0-3 year olds
Y1	11
Y2	42

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

Y3	81
Y4	117
Y5	147
Y6	172
Y7	194
Y8	215
Y9	236
Y10	256
Y11	274
Y12	292
Y13	309
Y14	303
Y15	278

Need for school nursery and other childcare provision

- 1) Drawing on current estimates of eligibility for funded 2 year olds, the universal free early education entitlement and the extended entitlement of 30 hrs per week (1140 hrs per annum) childcare for working families, we would expect demand for nursery provision by the end of each academic year to be:-

1.5 FE school – 66 FTE places
2 FE school – 90 FTE places

We are currently reviewing our primary space schedules to reflect the new entitlement and will be recommending that a 2FE school should provide 80 FTE places. This is slightly below the anticipated demand to support schools viability and to allow for potential growth in the pvi sector childcare market, providing some choice for parents.

- 2) New schools should be mindful of the right for parents to ask their child's school to

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

establish wraparound and/or holiday childcare and should plan to meet parents expectations around the availability of out of school childcare provision that allows them to work.

- 3) For large housing developments requiring the creation of a new school, then it is anticipated that a new school nursery class alone will not meet the full needs of families with children in the 0 - 4 year age group. Therefore additional early years provision, such as a day nursery, within the development will be required. As identified in 1) above it is expected that some of the free early years entitlement will delivered in the PVI sector.
- 4) We understand that Free schools have the option to offer nursery provision which exceeds any local authority free entitlement, including for under three-year-olds. This could deliver the need identified in 3) above and the current shortfall for funded 2 year old places.

Subject to their funding agreement, free schools may fund this by charging parents directly to cover their costs in delivering this provision. This can also be done through a subsidiary company, or by contracting with an independent provider who levies charges.

Any day nursery accommodation will need to meet the requirements of the Early Years Foundation Stage Statutory Framework (pages 27 & 28 cover the safety and suitability of premises, environment and equipment). In order to provide sustainable high quality provision a provider will require sole use of the early years space at an affordable rent. The viable minimum number of places for a day nursery is around 50 places.

- The Vale Academy Trust (VAT) is a known quantity and has a strong track record of delivering high quality secondary education.
- The VAT has demonstrated an explicit willingness to provide support to other schools and through the deployment of its resources to support broad based school improvement.
- The VAT has developed a very effective collaborative relationship with the Council in relation to pupil place planning, ensuring that there are sufficient high quality secondary school places available for local children during a period of substantial and sustained increasing demand. The Council is confident that this productive arrangement will continue up until when the new required secondary provision becomes available.
- Although the Council has encouraged and supported new education providers to operate schools in Oxfordshire, the point has been reached where there are now sufficient mainstream providers to ensure a sufficient diversity of provision and to provide a 'pipeline' of high quality sponsors for the new schools needed to meet the needs of Oxfordshire's growing population. The Council does not believe that it would be advantageous to further atomise the provision of education through the introduction of further new sponsors which do not already have a presence in the County.

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

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

x

E2 – successful engagement with parents and the local communityThis section will need to be completed by **all** applicants. Please:

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

E2 – successful engagement with parents and the local community

The debate around new schools in Grove has been long-standing, owing to housing development plans that have been in existence for some time. The initial rounds of consultation took place between 2000 and 2013 and were led by OCC. More recently however, since recent developments in the Free School Programme, the Vale Academy Trust has been more proactive.

The [REDACTED] has presented to Grove Parish Council and there have been two rounds of public consultation led by the Trust. Local schools are supporting the application (see attached letters). More recently (see attached information) the Trust has organised an evening for local families, business representatives and others within the community to share ideas and receive views from the community regarding what type of school was desired. That event was attended by 56 individuals from the local Grove area plus local business people and others representing the community. The key discussion points include:

- The benefits of the ‘all-through’ structure (2-16) for the academy
- The extended choice for parents, both in terms of secondary provision and the C of E character – this was popular with parents and other members of the community, and especially those who already had children in C of E primary schools and academies locally as long as the academy remained inclusive to all
- The planned size of the academy, both at the primary and secondary phase. However parents wanted to know if the school could grow at secondary level if the need arose in years to come
- The integrated nursery provision, which could help working mothers. This was extremely popular
- The wrap-around care potential and the support that the student and their family could receive from nursery through to the end of their schooling
- The vision that the school would be academically aspirational, so that it would be seen as an equal to King Alfred’s
- The idea of working within a local Trust that was already set up and operating successfully, which could allow the Headteacher and staff to concentrate on

E2 – successful engagement with parents and the local community

Teaching and Learning whilst still being supported by others locally

- The issue of both collaboration and competition with other local schools was raised. It was acknowledged that no-one wanted an isolated standalone school

At the heart of all our Church of England academies in the Vale Academy Trust is a desire to serve the local community by providing centres of excellent education where all children can reach their highest potential and where pupils are valued for who they are. This is fundamental to the modern ethos of a Church School.

Aspiring to the highest educational goals for every child, the current Church of England academies are completely inclusive and welcome those of all faiths and none; it is this diversity that brings a richness to each academy, helping children to learn, develop and flourish. As a member of the Vale Academy Trust, this would be replicated in the new Grove Academy.

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)

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The Vale Academy Trust has received a letter from the RSC confirming that we do have capacity to establish up to two Free Schools within our region (attached to application). As such, the named individual who will oversee the application process during pre-opening will be:

[Redacted]

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

[Redacted]

[Redacted]

F1 (a) Skills and experience of your team

[Redacted text block containing multiple lines of blacked-out content]

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
Managing growth within business/multi academy trusts	At Board Level	<p>Working with Academy Ambassadors who have already shortlisted potential new Directors for the Trust. Will be meeting candidates during September and subsequently inviting them to become Directors over coming months.</p> <p>We have also begun a recruitment drive to look for a specific Director to help strengthen the Board with skills gained from broad-based experience in business/industry. [REDACTED]</p> <p>[REDACTED]</p>

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

The [REDACTED] is also aware of the growth plans for the Vale Academy Trust. Currently the Trust comprises six academies including:

King Alfred's Academy – graded 'Outstanding' at last Section 5 inspection in 2011 and reconfirmed by a Section 8 inspection in 2014

Charlton Primary Academy – graded 'Good' in all areas at last inspection post conversion in 2015

Wantage C of E Primary Academy – graded 'Good' in all areas at last inspection post conversion in 2015

St Nicholas C of E Primary Academy – graded 'Good' in all areas in 2012 just prior to conversion

St James C of E Primary Academy – graded 'Good' in all areas prior to recent conversion in March 2016

Millbrook Primary Academy – Sponsored academy within the Vale Academy Trust after being in Special Measures for the past two years. Now awaiting first inspection and expected to be graded as 'Good' in all areas

Larkmead Secondary School has now received its Academy Order and will convert and join the Trust on 1st January 2017

The [REDACTED] is also aware that we expect to expand the Trust over the coming two years and, to facilitate this, we are restructuring our Trust. We will split into two clusters; academies in and around Grove and Wantage will form one cluster; Larkmead Secondary School (along with up to four of its primary schools based in Abingdon) will form the new Abingdon cluster over the coming two years. The Central Team will grow over time as needed but will support both clusters. Executive Heads of each cluster and the Chief Executive will report to the Vale Academy Trust Committees (Teaching and Learning, Finance and Operations, Pastoral). In turn, they relay a summary of progress to the main Board. Committees hold the Chief Executive to account.

The Chief Executive then holds Executive Headteachers and the Central Team to

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

account. Through the scheme of delegation Local Governing Bodies, along with the Chief Executive, hold Headteachers to account. Headteachers, in turn, hold their staff to account.

The Trust’s Board will continue to have twelve Directors, plus the Chief Executive, and will be supported by four members. As the Trust includes Church of England academies the constitution of the Board and the Members will continue to include 25% appointed or approved by the Diocesan Board of Education. This has worked well over the past three years and is written into our Articles of Association.

There are no planned changes to the structure of the Board as, currently, the Board is strong with effective committees holding the Chief Executive and the Central Team to account. Overall, the Trust is functioning well financially, as is evident in our annual accounts. All the individual academies continue to carry forward sensible reserves. The Grove Academy will contribute to the Vale Academy Trust central fund as do all academies within the Trust.

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

The current accounts for the Vale Academy Trust are published on our website www.vale-academy.org and the past three year's accounts have been approved by the EFA without any concerns. All our academies are operating with a balanced budget and continue to carry forward reasonable reserves. We expect all academies to hold a reserve (approximately 5%). Whilst we have considerable experience of managing academies during growth periods, the size and capacity of the Trust ensures that we can act accordingly should the Grove Academy fail to reach its capacity at any stage between 2019-2025.

[Redacted content]

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

I	[REDACTED]	[REDACTED]
I	<ul style="list-style-type: none"> [REDACTED] [REDACTED] 	[REDACTED]
I	<ul style="list-style-type: none"> [REDACTED] [REDACTED] <ul style="list-style-type: none"> I [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> [REDACTED] [REDACTED]
	<ul style="list-style-type: none"> I [REDACTED] [REDACTED] <ul style="list-style-type: none"> I [REDACTED] [REDACTED] 	<ul style="list-style-type: none"> [REDACTED] [REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]

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
<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>	

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



Department
for Education

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