



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

Harlestone Road Primary Academy

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The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

Failure to submit all the information required may mean that we are unable to consider your application.

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

It is essential that the hard copies are identical to the version you email.

Submitting Section I

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> a copy of Section A (tab 1 of the Excel template); and 	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> • 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>		
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Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted 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

The following forms the proposal for Northampton Primary Academy Trust, an existing academy sponsor trust established in November 2012, to open a two form entry primary free school in Northampton. Please note that the trust were approached by the county council in July 2016 and requested to submit an application at very short notice in order to support them to open an additional school in September 2018 to cater for the increased demand for primary school places in this area. The application has therefore been completed in an extremely short time scale within the limited resources available and without the additional support of commissioned services.

Harlestone Road Primary Academy will bring together the best practice of all NPAT schools to deliver a quality education to its children, a community provision for its parents and excellent additional provision to the town following the proven ethos and practice of NPAT schools. Harlestone Road Primary Academy will be a school that is welcoming to pupils of all faiths/world views and none, and has no specific religious character or ethos. The school will be governed by a local governing body under the direction of the NPAT Board of Directors, and will have an on-site Head Teacher who is on the NPAT Head Teacher Operational Board and who works closely with Head Teachers from other NPAT schools, NPAT consultants and the NPAT Strategic Director.

All NPAT schools hold positive budgets and function well within the capacity of their allocated funds. The NPAT Board monitor school budget situations closely and NPAT Lead Business Manager guides the School Business Managers and monitors their expenditure to ensure that no school falls into deficit. The trust has experience of expanding and decreasing pupils numbers within its schools, and will use this wealth

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

of experience, along with the expertise of the two Finance specialist non-executive Directors to ensure that Harlestone Road Primary Academy operates within its allocated budget. In the event of falling pupil numbers, the staffing ratios will be reviewed and adjusted in order to make significant savings, alongside scrutiny of operational costs to identify where savings can be made. All NPAT schools benefit from economies of scale, and collective buying powers ensure that savings can be made where possible.

In recent years the demand for primary school places in Northampton has increased significantly. Between January 2005 and January 2015, Northampton experienced an increase of 38.8% in the number of pupils starting school within the town. Whilst the total number of pupils, across the primary age-range, being educated within the town, rose by 21% in the 5 year period between 2010 and 2015.

The contributory factors behind the increase in the number of pupils requiring primary education in the Duston area of Northampton (and across the rest of the town) are as follows;

- * A rising birth-rate;
- * In-migration to the area;
- * Large amounts of housing development.

These increases, in both the number of pupils starting school and the total number of pupils being educated in primary schools within Duston, have necessitated the county council to commission additional capacity across the area, to ensure it meets its statutory obligation of providing sufficiency of school places within the town. Additional capacity commissioned by Northamptonshire County Council, since September 2010 has already been exhausted through the expansion of existing primary schools. The county council has identified the level of additional capacity added to existing provision within Duston area since September 2010 equates to 5 new forms of entry (FE) already.

The various Duston area housing developments (the majority of which have already begun) are expected to yield in the region of 180 pupils across the primary age-range

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

by the time each development has been completed. This pupil yield, coupled with the extremely low levels of surplus capacity available within Duston specifically, and Northampton town as a whole, are the reason that Northamptonshire County Council wish to commission a new two form of entry (60 places per year group/420 places total) primary free school, on the Harlestone Road. In addition to this, demand for primary school places in the Duston area is expected to exceed the supply of places in forthcoming academic years.

The new school would aid the county council in continuing to fulfil its statutory obligation of providing sufficiency of school places within Northampton. Duston area primary schools have very low levels of surplus capacity across both Foundation, Key Stage 1 & Key Stage 2 and existing provision within Duston cannot accommodate the number of pupils generated by the various developments. A new two FE primary school on the Harlestone Road would ensure that there is the required amount of capacity available to meet the demand for school places, as well as increasing the choice and diversity available to parents and assisting the Government in their goal of opening 500 new free schools across the course of the current parliament.

Harlestone Road Primary Academy will be part of Northampton Primary Academy Trust (NPAT), and will be the first free school in our six school Multi Academy Trust established in November 2012 as a local solution for local children. NPAT prides itself on leading successful, innovative, self-improving schools and has spent the first four years developing vision and ethos and ensuring all our schools are at least good with outstanding elements. Currently we have five schools judged to be good by Ofsted, and one outstanding. We have also been supporting a local authority school for 15 months, providing a Head Teacher and school improvement support, and this school is under consultation to become our first sponsored school in November 2016. The trust is now planning to expand to between 12 and 15 schools over the next five years, taking care to do this in a calculated and controlled way to ensure that capacity in current schools is never compromised, and that all schools continue to improve year on year. There are no plans to expand NPAT beyond Northamptonshire.

With current responsibility for approximately 2600 children across Northampton, NPAT is driven by a vision of innovation, high aspiration and achievement, and a commitment to sport and the arts. This approach is encapsulated in our motto 'Extraordinary Children Doing Extraordinary Things'. NPAT schools all share this common vision

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

and are committed to these principles, whilst retaining the freedom to innovate and develop their own identity and character.

The NPAT partnership is built on the principle of synergy; that a collaboration of vibrant and successful schools ensures that we can achieve collectively what a single school couldn't achieve alone. NPAT improves schools using collaboration and innovation through partnership working that brings together children, parents, teachers and school leaders, recognising that within the partnership, schools will have differing strengths and needs at different times and all schools are committed to an ethos of mutual support and sharing of practice.

All NPAT schools adhere to the following principles:

1. Learning & Teaching

All children within the NPAT Partnership will benefit from the highest standards of teaching. This will be delivered through the following outcomes:

- * Teaching across the trust is consistently good or outstanding in every classroom
- * Academic Outcomes are consistently above national expectation
- * All schools are at least good or outstanding as defined by OFSTED

2. Curriculum

Children within the partnership will have access to a relevant, engaging and inspiring curriculum that provides opportunities and creativity to develop the whole child. Our curriculum approach is underpinned by the 21st Century Learning Design Framework and Growth Mindset, with each school free to innovate and develop curriculum approaches relevant to their context and needs alongside the following trust-wide curriculum commitments:

- * NPAT Maths
- * NPAT Digital Strategy
- * REAL PE

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

- * Drama for Learning
- * Wider opportunities in Sports and the Arts
- * Every child has the opportunity to learn a musical instrument for an extended period of time
- * All schools within the partnership will achieve the ArtsMark and Sportsmark awards

3. Inclusion & Safeguarding

Nothing is more important than keeping all our children safe, especially the most vulnerable. The NPAT Partnership is also fully committed to ensuring that children with SEND, those eligible for Pupil Premium Grant funding and other vulnerable groups are able to achieve as highly as possible. Schools within the partnership will have the most rigorous and updated procedures and policies which help keep children in our care safe. We will ensure that all vulnerable groups of children achieve highly, when compared to their peers nationally, through the following measures:

- * All schools will be subjected to an annual safeguarding audit
- * All schools will work towards and achieve the Inclusion Quality Mark (IQM)
- * Behaviour and Safety of children will be outstanding in all our schools

Harlestone Road Primary Academy will provide a curriculum which is relevant and engaging for the children within its community, whilst adhering to these NPAT principles. The school will provide educational provision for up to 420 children aged 4-11, through two single age classes for each of years Reception through to Year 6. Each class will be staffed by the equivalent of one full-time qualified teacher and at least one classroom assistant. The school will be led by an exceptional Head Teacher, appointed by the trust, who will set a leadership structure and appoint outstanding staff with the support of the trust.

Our Governance structure reflects our drive for growth and our desire to retain the founding principles of NPAT. Each of the founding schools are represented on our Board and in addition to this we have two Non Executive Directors to support the development of non educational operations. Our Members are also made up of a mix of internal and external members and meet with the Chair and Strategic Director twice a year to review progress versus objectives. Our Local Governing Bodies remain a vital

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

part of our operation, and we have evolved our scheme of delegation to ensure that LGBs can remain focused on holding the schools and Leadership Teams to account and monitoring the delivery of the NPAT Strategy.

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
Reception		60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2		60	60	60	60	60	60	60
Year 3			60	60	60	60	60	60
Year 4				60	60	60	60	60
Year 5					60	60	60	60
Year 6						60	60	60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		180	240	300	360	420	420	420

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
Literacy	5	Mandatory	A daily hour of literacy skills teaching for all children across school. This may be cross-curricular.
Reading Skills	2 hours 30 minutes	Mandatory	Focused teaching sessions on the specifics of reading.
Phonics (EYFS & Y1)/GPS (Years 2-6).	2 hours 30 minutes	Mandatory	30 minutes per day embedding phonics and then focused on the GPS curriculum for older children.
Mathematics	6	Mandatory	All NPAT schools follow an NPAT maths curriculum and Calculation Policy developed by our Maths Leaders in conjunction with our Maths Consultant, based on the mastery approach.
Science	2	Mandatory	High quality Science teaching is a non-negotiable aspect of curricula across all

			NPAT schools. This 2 hr session each week will combine both practical and theoretical approaches.
PSHE	2 hours 30 minutes	Mandatory	This will include assemblies, dedicated curriculum time, circle time and Philosophy for Children (P4C).
Music	30 minutes	Mandatory	Specialist Music teaching will deliver 1 hour blocks of music alternate half terms. All children will learn to play an instrument for one term in Y3 & Y5.
Computing	1	Mandatory	The computing curriculum will follow the approach across other NPAT schools.
PE and sport	2	Mandatory	PE will follow the 'REAL PE' & 'REAL GYM' model in line with other NPAT Schools.
Theme - Art/D&T/History/Geography/Religious Education	3 hours	Mandatory	RE provision will be in line with the Northamptonshire agreed syllabus for Religious Education.
MfL	30 minutes	Mandatory	Children will learn French and will have the opportunity to visit France as part of an EVC in Year 6.

Extra-Curricular Enrichment

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Sports Clubs	12	Voluntary	A combination of inclusive and competitive sports opportunities provided by a combination of school staff and external providers.
Performing Arts	5	Voluntary	A range of dance and drama activities across the age range.
Music Ensembles	4	Voluntary	Various ensemble groups that will develop over time as the school grows in numbers
Choirs	3	Voluntary Voluntary	Specific choral opportunities for KS1, KS2 and 'Boys Choir'.
Musical Instrument Tuition	20 minutes	Voluntary	Peripatetic Teachers commissioned through a local music and performing arts trust will provide specialist music teaching to a significant proportion of children.
Other activities to be created dependent on interests of children and expertise of staff	6	Voluntary	A range of wider opportunities such as art, forest school, eco-club, mad scientists etc.

The school day will run from 8.45am to 3.15pm with 1 hour for lunch which will be staggered and held at different times for different age groups.

Extra-curricular enrichment (see above table) will run at the following times:

- 8am – 8.45am
- Lunchtime
- 3.15pm - 4.30pm

There will be wrap-around care available to parents which will be held on site between the hours of 8am and 6pm.

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

At Harlestone Road Academy, our vision is to create a curriculum which is rich and inspiring in content, and challenges children to achieve high levels of academic attainment on the foundations of physical and physiological well-being. The curriculum will be co-constructed between the new academy, its community and its partner school, Simon de Senlis.

Harlestone Road Primary Academy will be a school that is welcoming to pupils of all faiths/world views and none, and has no specific religious character or ethos. The school will have a broadly Christian ethos and will use acts of daily worship to teach principles of Christianity such as forgiveness, integrity, kindness, respect and self-control.

The school will deliver the statutory national curriculum, as set out in the programmes of study, to all pupils at the school. The national curriculum forms one part of the school curriculum, the entire school curriculum comprising of all learning and other experiences that the school plans for its pupils. The curriculum will be delivered following specific curriculum principles, developed from best practice at the other NPAT schools.

Curriculum Principles

Our curriculum approach will preserve the most effective forms of traditional teaching alongside innovative practices which are evidenced based. It will be created around the following principles.

'Learning from the past; ready for the future'.

- Securing strong academic foundations
- Nurturing physiological and psychological wellbeing
- Personal growth through Sport and Performing Arts

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

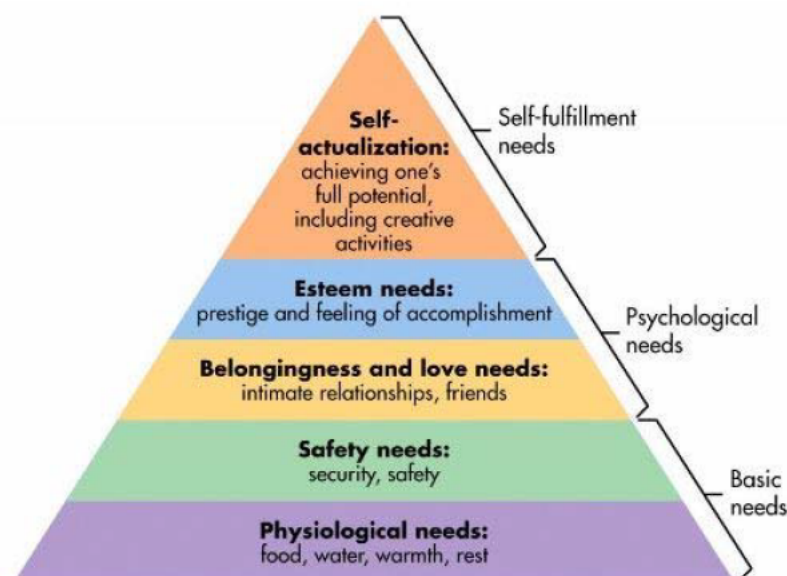
- Preparing children for life in the 21st Century
- Immersive learning experiences and real-life learning

Securing strong academic foundations

Nothing is more important for children's future success than securing a firm grasp of core curriculum subjects whilst within the primary phase of education. Therefore, there will be a rigorous and intensive approach to the teaching of English and Maths which starts in the early years and continues throughout KS1 so that all children leave this phase of education with firm footings in areas such as Phonics, Reading fluency, Comprehension, Mathematics, Handwriting.

Nurturing physiological and psychological wellbeing

All schools in the NPAT Partnership understand that success in the classroom can only be achieved on the firm footings of a child's wellbeing and when both their physiological and psychological needs are met. Staff at Harlestone Road Primary Academy will understand and use the following diagram which represents Maslow's hierarchy of needs and how it can be adapted to match learning requirements.



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

Personal Growth through Sport and the Performing Arts

The development of the whole child through physical learning and the performing arts is a driving ethos within NPAT. We know that these disciplines have an impact on the emotional and social well being of every child and therefore allows them to become better learners. We use these learning tools to develop engagement, relevance, immersion and challenge and to allow our children and staff to learn and teach on a deeper level.

Preparing Children for life in the 21st Century

Alongside the rigour and focus on academic success, the curriculum at Harelstone Road Primary Academy will incorporate approaches based around the research and approaches into 21st Century Learning Design (21CLD). These practices will be introduced working in partnership with other NPAT academies. The 6 dimensions of 21CLD are as follows:

- collaboration
- knowledge construction
- self-regulation
- real-world problem-solving and innovation
- the use of ICT for learning
- skilled communication

Immersive learning experiences and real-life learning

Children will be given the opportunity throughout their primary years to learn in a variety of engaging, stimulating, challenging ways including immersive learning experiences and real-life learning. Immersive environments will offer learners rich and complex content-based learning while also helping them hone their technical, creative, and problem-solving skills. Pupils will develop content knowledge, skills of co-operation, creativity, higher-order thinking and persistence. Children will be able to apply their knowledge and understanding regularly, through real life learning contexts.

An Evidence-Informed Approach

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

Curriculum provision and developments will be underpinned by robust research and evidence in order to ensure that all resources invested into the curriculum are of the highest quality and benefit to the children at the school.

The school will be informed by credible and robust research reports and will also use reports from the DfE Teacher Expert groups such as those with responsibility for Teacher Professional Development and Behaviour to inform its ever evolving policies and practices.

Context and Curriculum Strategy

Comparisons between the demography between the existing Duston cluster of schools and the existing population of NPAT schools can be made in the following table:

Area/Trust	Pupils FSM	Pupils EAL	Pupils all SEN	Pupils SEN Support (K)	Pupils Education Health & Care Plan (E)	Pupils Statement (S)	Mobility Factor
Current Duston School Demography	14.0%	26.0%	10.7%	10.0%	0.2%	0.6%	12.0%
Current NPAT Demography	18.1%	19.8%	15.6%	13.5%	0.6%	1.5%	10.3%

Source – Northamptonshire County Council, School Census 2016

Broadly, the demographics of Duston are comparable with those across the NPAT trust. Schools with NPAT have higher levels of SEN – this is primarily due to the Special Unit provision at two schools.

Therefore, in conclusion, we assume that the demography at Harelstone Road Primary Academy will be similar to that within our current existing schools and that the curriculum models and approaches that are currently used across NPAT will be relevant and can be adopted with confidence.

Shared Trust Curriculum Approaches

Harlestone Road Primary Academy will adopt the following five shared approaches to curriculum which have proven success and impact across the existing primary schools:

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

NPAT Mastery Maths Approach

The teaching of mathematics draws on the aims set out in the National Curriculum. Children will become **fluent** in the fundamentals of mathematics, reason mathematically, solve problems, make rich connections across mathematical ideas to develop fluency, and develop mathematical reasoning and competence in solving increasingly sophisticated problems. Pupils will move through the programmes of study at broadly the same pace; those who grasp concepts rapidly should be challenged, however those who are not sufficiently fluent with earlier material will consolidate their understanding before moving on. Children will learn through a concrete, pictorial, abstract approach to develop and consolidate concepts and build mastery.

Drama for Learning

Drama for Learning is an inspiring and exciting whole school approach to teaching. Well-structured Dramatic activity is applied across the curriculum to develop children's reading, writing, oracy and critical thinking. Drama for Learning encourages children to be articulate individuals who are able to empathise, hypothesise, interpret and then communicate their understanding successfully. As part of the NPAT ethos there is a consistent approach to Drama for Learning across the schools, with a shared language of Drama for pupils and staff.

Computing

All schools within the NPAT Partnership benefit from their status as an associate Microsoft Showcase School – meaning that two teachers will develop a high level of expertise in this subject area. The computing curriculum will then be taught across Key Stages 1 and 2 using shared planning and resources built up across the trust. Children across the trust will have opportunities to learn more through this partnership including access to ongoing projects and collaboration opportunities with other schools throughout the world.

REAL PE

REAL PE is used throughout schools to develop the level of challenge in PE lessons, focusing on developing fundamental core movement areas of Agility, Balance and Co-ordination. Developing these fundamental areas of movement has led to higher standards of PE teaching over a 2-3 year period across NPAT schools and children at Harlestone Road Primary Academy will benefit from this approach.

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

Kinetic Letters

Kinetic letters is a whole school handwriting programme based on four strands of learning: Making bodies stronger, Learning the letters, Holding the pencil and Flow and fluency. The teaching programme builds on children's physical strength, which in turns underpins quality handwriting. Different components of writing are mastered individually before being used in combination. Letters are learnt as movements, not as visual shapes and movement remains central to developing flow and accuracy. Handwriting is made easier for children using a pen and whiteboard, lying on the floor to write enabling the hand to be held in the correct position for writing. Reading and writing are a reciprocal process and so strengthening handwriting skills supports reading and writing development as a whole.

From vision to reality

In the initial stages of the new school's development, staff will work closely with one of the existing NPAT schools to build the curriculum framework so that policy and planning approaches are secure as the school works through its initial challenges of recruiting and inducting a highly effective teaching team.

Opportunities to plan alongside year-group colleagues at the partner school will be a real advantage as Harlestone Road grows in numbers as teachers can make more effective use of time and share ideas and resources.

In the initial years as numbers grow, there will be the opportunity for children at Harlestone Road for children to take part in educational visits including residential alongside children from other schools that may not be viable whilst the pupil numbers fluctuate. This element of partnership working will ensure that staff build from a position of strength and will be well placed to deliver a curriculum which is rigorous, challenging and engaging as the school develops through the initial years.

Enrichment through Academy Trust Partners and Expertise

In order to further enrich the curriculum for children, there are a number of education partners who work alongside schools across the NPAT partnership. Children and staff at Harlestone Road Academy will enjoy the benefits that the the following curriculum partners bring to the trust.

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

Examples of these partners and the curriculum enrichment are:

Partner	Curriculum Focus	Example Activities
Notivate	Music/Composition PHSE	Radio Broadcasting, Composition Workshops, Annual Anti-Bullying Song competition.
Microsoft	Computing	Global Classroom Collaboration, Skype in the Classroom,
Create Development	PE Wellbeing	Young Leaders, Playground Leaders, Family Funs – developing more active families)
Royal Shakespeare Company	Drama English Shakespeare	Visits to the RSC, Stratford. Trust-wide performing arts opportunities, annual Shakespeare focus, developing PHSE and speaking through Shakespeare.

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

At Harlestone Road Primary Academy, we are committed to ensuring the highest possible outcomes for children across all areas of the curriculum.

Across the NPAT Partnership, we have recently reviewed our understanding of assessment in the context of the national assessment reforms. Our policy and procedures have been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the

D2 – measuring pupil performance effectively and setting challenging targets

'Purposes and Principles of Assessment without Levels'. (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

NPAT Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively. there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- assessment is achieved without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

D2 – measuring pupil performance effectively and setting challenging targets

Aspirational Targets

Across all NPAT schools we set ambitious targets for pupils achievement. At Harlestone Road Primary Academy, we will expect the following outcomes which are all above the national and local averages.

By the end of Reception Year, we aim for 75% of children to have achieved a good level of development.

- In Year 1, we aim for 100% of children to pass the Phonics Check (with the exception of those children with Special Educational Needs & Disabilities).
- In Year 2, we aim for 90% of children to be working at the expected level in Reading, Writing, GPS (Grammar, Punctuation & Spelling) and Maths.
- In Year 6, we aim for 95% of children to be working at the expected level in Reading, Writing, GPS (Grammar, Punctuation & Spelling) and Maths.
- In Year 6, we aim for 85% of children to achieve the expected level in Reading, Writing, GPS (Grammar, Punctuation & Spelling) and Maths combined.

Children's starting points

When children join Harlestone Road Primary Academy, it is critical that we quickly ascertain where their current levels of development are, so that teachers can build on areas of strength, and work with any gaps in learning and aspects of development.

EYFS Baseline

The most common point of entry into the academy will be admission into the Reception Year. A staggered start date for different children will be arranged to ensure that those children who are more vulnerable (typically those who are disadvantaged or younger in the year) will start first in a smaller group so that they build confidence in their new setting and become ready to learn.

The NPAT baseline assessment measures the starting point of children in their first half term at school and identifies the strengths and areas to develop for each child using the 'Development Matters' assessment from within the EYFS Framework. This common assessment is used across all our schools and is moderated by EYFS teachers after the October half term.

D2 – measuring pupil performance effectively and setting challenging targets

In-School Joiners

Children who join school at a point other than through EYFS admission are assessed as part of their transition arrangements to the school. A 'starting point' assessment will be carried out by their class teacher using information from their previous school/s (where possible) and using any relevant summative assessments at their new NPAT school.

For children who have EAL, SEND or other factors that may potentially put them at a disadvantage, a more tailored and individual approach will be taken where meetings will be held between parents and either the Inclusion Leader or EAL co-ordinator in order to ascertain their needs and ensure that a rigorous plan is in place to ensure that their needs are being met and that they achieve to their full potential.

Delivery

We use four broad overarching forms of assessment: 'Day to Day In- School Formative Assessment', 'In-School Summative Assessment', 'Holistic Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

D2 – measuring pupil performance effectively and setting challenging targets

- following Day-to-Day assessments record and report progress to parents via rungs in Learning Ladders, providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. Learning Ladders at home will clearly reinforce the partnership between parents and schools in supporting children's education

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- Effective use of success criteria with children so that they can understand and articulate their progress in learning
- Making use of rich question and answers
- Marking of pupils' work
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school

D2 – measuring pupil performance effectively and setting challenging targets

summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example:

- Termly teacher assessments made in line with the Depth of Learning assessment framework
- Standardised end of term tests in Reading and Maths
- Half termly writing portfolio tasks
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Termly 'best fit' assessment relating to the National Curriculum age related expectations reported on SIMS for Reading, Writing, SPAG, Maths and Science. This is in development currently with Learning Ladders and SIMS.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

Holistic Pupil Assessment

In addition to the process and systems around academic achievement, we use the additional assessment information to find out more relevant information about the 'whole child' e.g. sporting achievements, confidence/self-esteem, pupil's attitude to self and school (PASS assessment, personal and social development).

Assessment	Description	When assessments are used	Which year groups
Cognitive Abilities Test (CATs)	Online reasoning test which supports teachers in understanding pupils' developed	October	Year 4

D2 – measuring pupil performance effectively and setting challenging targets

	abilities and likely academic potential.		
Pupil Attitudes to School and Self (PASS)	Online pupil survey which gives an insight to teachers about children's attitudes to school and learning as well as their perceptions of areas such as attendance, self-esteem and confidence.	October (Retest in February for focused intervention groups).	Years 3, 4, 5 & 6.
Engagement Scales	Use of the Leuven Scales of Active Engagement in Learning which provide a model for assessing how engaged children are within the classroom.	Ongoing	All but particularly EYFS and KS1

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will also provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

D2 – measuring pupil performance effectively and setting challenging targets

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year EYFS
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

Tracking and Analysis

All NPAT Schools use a suite of online assessment apps which are designed to give different school and trust personnel access to assessment information at the following different levels:

- Trust level
- School level
- Key Stage/Department Level
- Year Group Level
- Class Level
- Pupil Group Level
- Individual Level

Staff have access to these systems and are able to analyse and manipulate data to inform their teaching in order to ensure that children achieve as highly as possible.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided will be provided with training and information around assessment which will form part of their induction program. In all

D2 – measuring pupil performance effectively and setting challenging targets

staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system, Power BI, the KI Assessment Apps and Chris Quigley Depth of Learning (DoL) will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Leader is responsible for updating assessment policies in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the relevant Teaching and Learning sub-committees of each school's Local Governing Body.

Assessment Leaders in each school will be supported by the NPAT Deputy and Assistant Headteacher network group, which has responsibility for driving assessment practice across the trust partnership and updating and delivering policy.

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.

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

Staffing Vision

The staffing structure proposed for Harlestone Road Primary Academy provides a balance between class-based practitioners and those who can provide dynamic leadership at both middle and senior levels. It builds capacity, allows skills to grow from within the organisation, and ensures that 'cover' is delivered through a combination of specialist teachers and experienced senior staff.

The support staff projections are based on the basic expectation for other NPAT schools, and may increase depending on the specific needs of the learners. For example, a class with a high number of SEND children may have additional support staff in place to ensure that the needs of all learners are being met.

There is an expectation that the Deputy Head, and to a minimal extent, the Head Teacher will have a teaching commitment to ensure that additional costs are minimised in terms of cover and supply costs. The school SENCo may also have a teaching commitment if the proportion of children with SEND needs is below 15%.

Northampton Primary Academy Trust employs a team of highly skilled and experienced staff providing outstanding role model/mentors in leadership and management, learning and teaching, policy development and curriculum development with a particularly strong focus on creative and sporting provision. Some staff from existing NPAT schools will be seconded in the early phases to establish good NPAT practice and to ensure that the school operates within its allocated budget.

Curriculum support for English and Maths will be offered by our NPAT Drama for Learning and NPAT Maths consultants who are both formerly Local Authority Advisers. They will develop English and Maths across the curriculum through both regular training sessions with other NPAT staff and bespoke development training within school. The consultants will also continue to work with identified Specialist Leaders in English, Drama for Learning and Maths, at Harlestone Road Primary Academy, and at

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

the other NPAT schools. These leaders will, with dedicated support from the NPAT consultants, offer support to staff in their own school.

The NPAT Drama for Learning and NPAT Maths consultants, along with NPAT commissioned staff (such as governance lead) and the Strategic Director, will also work closely in the school to support and develop good curriculum and business practice.

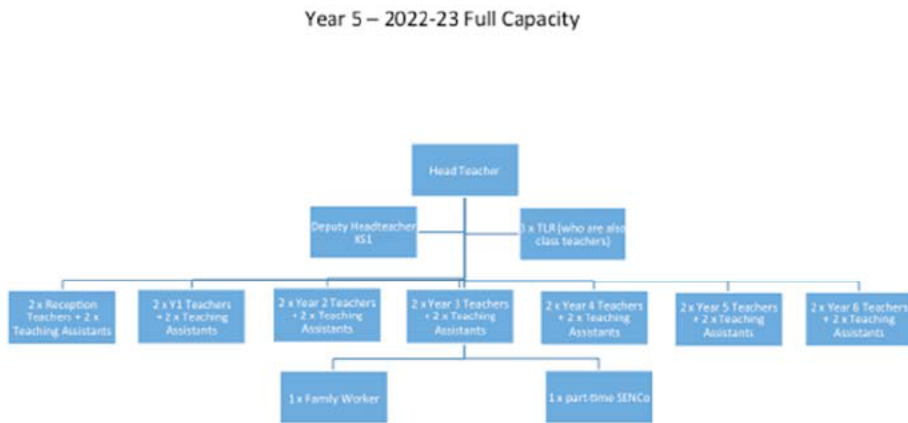
The trust has a Schools Direct Lead School, providing opportunities for Teacher Trainees from The University of Northampton, as well as recruiting a number NQTs each year, and has an excellent record of teacher training and staff development. Schools Direct students will be placed this year in all NPAT schools alongside outstanding practitioners. The trust continues to work in strong partnership with The University of Northampton providing student teacher placements in all our schools. In addition we have a huge range of skills and experience – financial, buildings development, legislative and personnel management within NPAT, and experienced and effective governors, which clearly are essential to the development of a new school.

NPAT has a very strong focus on collaboration, working on the principal that 'together we can achieve more'. This is evidenced through regular meetings across all teaching disciplines, leadership teams and support staff. Sessions are used to explore opportunities to develop individual disciplines and embrace new ideas across all of our schools. In between meetings there is regular dialogue and communication to ensure momentum is generated.

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

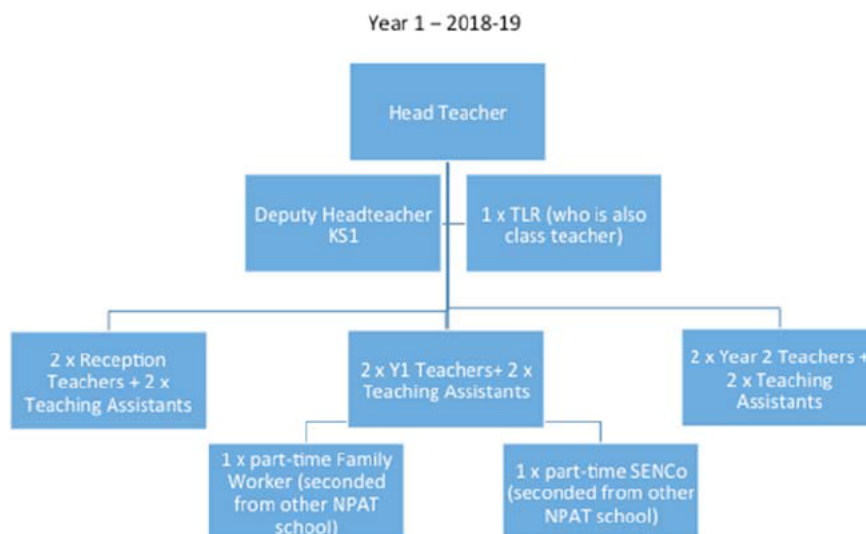
Phased Growth

The graphs below illustrate the phased staffing plan to full capacity in 2022:



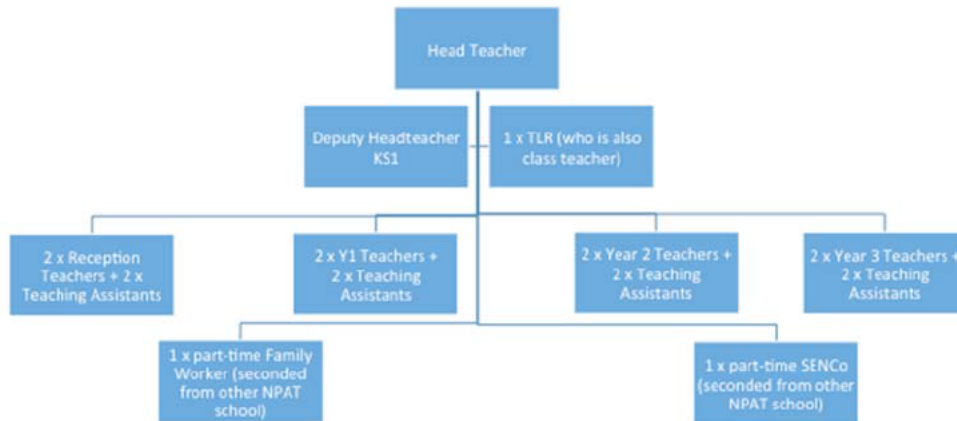
In addition, Site Supervisor and cleaning staff will be initially be commissioned according to need using Amey, the facilities management company which manages the NPAT PFI school sites.

Staffing will be built up over time as the school grows to reach its full complement. Staffing growth plan is as follows:

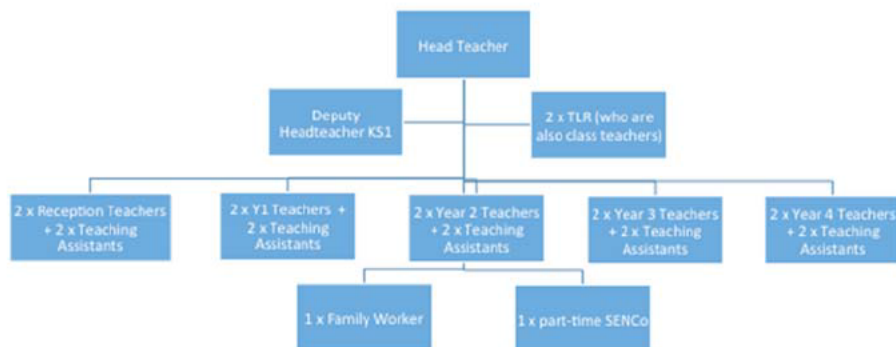


D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

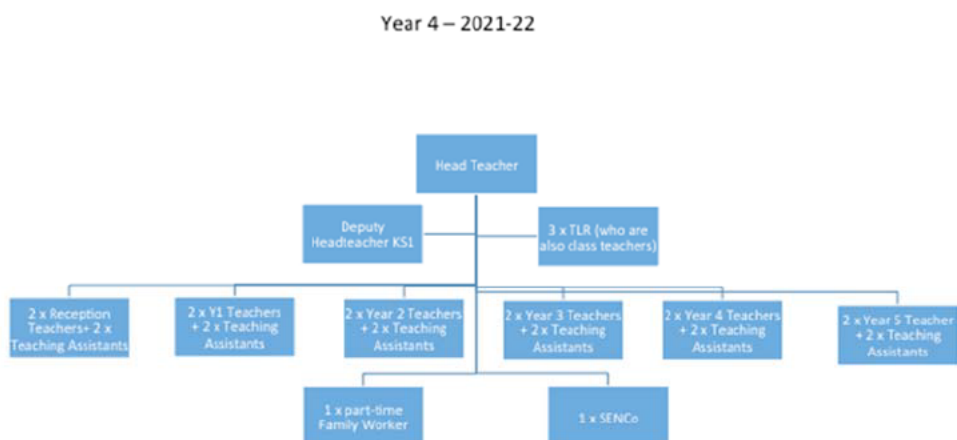
Year 2 – 2019-20



Year 3 – 2020-2021



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



Harlestone Road Primary Academy will open in September 2018 and under the leadership of a newly appointed Head Teacher (appointed to NPAT in January 2018). The Head Teacher will be supported by a Deputy Head who will assist in establishing the vision and ethos of the school, planning the curriculum and appointing staff who support their vision (and that of the trust). The school's leadership team would then grow in line and in balance with the growth of pupils and further staff. When full in 2022, Harlestone Road Primary Academy Leadership Team will be made up of the Head Teacher, the Deputy Head and three phase leaders (Teaching and Learning Responsibility TLR2) with business and finance support from the School Business Manager as appropriate.

The three phase leaders, along with the Deputy Head (who will lead the fourth phase) will be responsible for day-to-day management relating to their phase as well as being accountable for pupil progress and assessment.

The school will open with in September 2018 with full infant complement of six classes; two each of Reception Year, Year 1 and Year 2.

In the first three years the school will grow from six to ten class teachers plus the same teaching assistants or Schools Direct trainees, gradually building in numbers to

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

fourteen class teachers, plus fourteen support staff in 2022. It is anticipated that part time specialist teachers e.g. Music teacher, PE/sports teacher or coach will also be employed in addition to one PPA/cover teacher. The Deputy Head and occasionally the Head Teacher will also provide PPA/cover teaching for the school.

Specialist staff will be employed to support children with additional learning needs, to work supporting children in class and, where identified by the SENCo, to work on 1:1 intervention programmes. Children requiring additional support will be identified early using trust commissioned support from an Educational Psychologist. Senior Teaching Assistants will be qualified to identify and support children with speech and language needs under the guidance of the trust commissioned Speech and Language Therapist. Specialist assistants will support the provision for SEND children on Individual Education Plans or with Health and Education Plans under the guidance of the SENCo.

Administration Staff

The finances of the school will be managed by a trust Senior Business Manager who will work part-time at Harlestone Road Primary Academy, with the support of a school administrator who handles the day-to-day finances such as ordering, bank reconciliation and payments. The school finances will be monitored by the trust Business and Finance Director and audited annually by the accounting firm Macintosh Hudson in line with EFA statutory guidance and trust policy.

The administration team will grow in line with pupil numbers to provide a highly organised and efficient infrastructure. This will be essential so that the school can efficiently offer a wide range of additional services, breakfast and after school care, a broad range of after school clubs, music and drama lessons.

The School Business Manager will benefit from the support of all NPAT SBMs and join regular meetings to support the strategy of delivering cost and time efficiencies across our schools, keeping funds focused on learning and teaching.

Wrap around care

Once the school is established and operational, the Head Teacher will develop wrap-around care services to provide before and after school care provision for working parents. The administration of this will be the responsibility of the school

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

administration team, and appropriate staff will be appointed according to demand for places. This provision will be funded entirely by parental contribution according to the trust charging policy.

ICT Infrastructure

The ICT infrastructure will be managed by the trust ICT commissioned services, EasiPC, as part of the NPAT Digital Strategy. This includes on-site technician support and telephone helpdesk.

Premises Staff

Equally, a school environment requires constant maintenance of its fabric, and a full complement of premises staff will allow the school building to deliver an optimum working environment. NPAT has extensive experience of both premises maintenance, refurbishment and major capital projects, despite some of its school being part of the Northampton PFI contract. Harlestone Road Primary Academy will employ its own Site Supervisor and cleaning staff, but will benefit from the existing Health, Safety and Premises experience and scrutiny of the trust.

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

Harlestone Road Primary Academy will be a school that is welcoming to pupils of all faiths/world views and none, and has no specific religious character or ethos. The school will have a broadly Christian ethos and will use acts of daily worship to teach principles of Christianity such as forgiveness, integrity, kindness, respect and self-control. Religious Education will be taught for up to one hour per week, including explicit teaching following the Northamptonshire agreed syllabus for RE and implicit thematic/topic work linked to this.

In terms of ethnicity there has been a significant change in the population make-up over recent years. The 2011 census identified the following increases in religious groups since 2001:

Resident population religion for Northamptonshire, 2011

	2001	2011
Resident Population Religion : % Christian		
Northamptonshire	71.51	59.87
Resident Population Religion : % Buddhist		
Northamptonshire	0.24	0.32
Resident Population Religion : % Hindu		
Northamptonshire	0.90	1.16
Resident Population Religion : % Jewish		
Northamptonshire	0.11	0.10
Resident Population Religion : % Muslim		
Northamptonshire	0.90	1.75
Resident Population Religion : % Sikh		
Northamptonshire	0.29	0.40
Resident Population Religion : % Other Religions		
Northamptonshire	0.27	0.42
Resident Population Religion : % No Religion		
Northamptonshire	17.99	29.25
Resident Population Religion : % Not Stated		
Northamptonshire	7.81	6.74

Source: ONS Census 2001 and ONS Census 2011

NPAT schools all have a diverse and varied make up, with the proportion of children from ethnic minority backgrounds ranging from 27% to 40%. All NPAT schools report good or better outcomes for all children, including those from ethnic minority backgrounds and there are no identified groups of children who are underperforming.

There are already at least 13 religions already represented in our schools, with no one dominant religion other than in our Church of England school which promotes a

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

Christian ethos. The predominant group in terms of religious belief is those who follow no religion. The following chart demonstrates this:

NPAT PUPILS RELIGION % - Sept 2016	
Anglican	0.71
Baptist	0.08
Buddhist	0.25
Christian	30.77
Hindu	2.30
Jehovah's witness	0.42
Jewish	0.17
Methodist	0.13
Muslim	7.60
No religion	42.67
Other	3.42
Pagan	0.13
Refused	0.58
Roman Catholic	4.05
Sikh	0.42
Unclassified	6.89
United reform	0.13
	100

20% of NPAT children speak an additional language, with 51 additional languages being spoken across the trust. 61% of our children are from white British backgrounds, with 19 ethnic minority groups being reflected in the other 39%, as demonstrated below:

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

NPAT PUPILS ETHNICITY % - Sept 2016	
Any other Asian background	1.84
Any other black	1.42
Any other white	9.60
Any other mixed	2.34
Bangladeshi	1.71
Black-Somali	0.88
Black Caribbean	1.25
Chinese	0.58
Gypsy/Roma	0.50
Indian	3.51
Other Black African	5.05
Other ethnic group	2.67
Pakistani	0.88
Vietnamese	0.04
White-British	60.79
White Irish	0.17
White & Asian	1.25
White & Black African	1.50
White & Black Caribbean	3.34
Refused	0.67

Religious Education

Harlestone Road Primary Academy will be enquiry based in its approach to RE, using the Northamptonshire agreed syllabus. It takes account of pedagogy and exemplifies the principles of Every Child Matters (ECM), Community Cohesion and Inclusion. It

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

focuses on Skills, Attitudes, Fields of Enquiry (Concepts) and Thinking Skills. It makes RE relevant for all learners of any faith or none.

The title of the Northamptonshire agreed syllabus for RE, "Growing Together", reflects the nature of our county, where signposts welcome visitors with the words, "Let Yourself Grow." This also reflects the ethos of Harlestone Road Primary Academy. Our county is home to many diverse and active faith communities, and many of these are reflected in and around the Harlestone Road community. In the town, alongside numerous historic churches you can find a rapidly growing number of modern temples and faith centres, thriving with followers of many diverse faith traditions. There are also many people who follow non-religious life stances and a rich and diverse population who may follow a spiritual but non-religious way of life. Religious Education, through "Growing Together", will allow pupils to explore their own beliefs and traditions and those of others in a meaningful and engaging way. It will encourage pupils to grow individually and together with sensitivity and respect towards people of all faiths and none.

The Agreed Syllabus is supplemented with support materials for teachers which contains lots of practical guidance such as:

- Exemplified Units of Work.
- Handling faith sensitivities.
- Guidance - visiting a Place of Worship.
- Guidance - catering for Special Educational Needs and Gifted and Talented in RE.
- Materials for Subject Leaders.

Harlestone Road Primary Academy teachers, children and young people will enjoy growing together in their learning about, and learning from, religion and belief.

Promoting British Values

NPAT schools actively support and develop the Department for Education's five part definition of British Values:

- Democracy

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

- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We believe it is incredibly important that these British Values permeate through every school in the country. NPAT schools promote and develop these values throughout everyday school life. In particular the promotion of Spiritual, Moral, Social and Cultural understanding is well developed using explicit and implicit approaches. Below are some examples of how we promote these values in our NPAT community:

Democracy

Pupil voice plays a big part in all NPAT schools. Harlestone Road Primary Academy will have a pupil elected school council who play a strong role in reflecting the views of pupils in recruitment, resourcing and curriculum matters. They will be elected by their class peers and will be involved in making the schools a better place to learn. Pupils will have input in their learning, be clear about what they are good at and what they need to do to improve, and will lead Termly Learning Conferences with their teachers and parents. Pupil input within lessons will inform teacher planning. Pupil questionnaires and interviews will be conducted throughout the year. We know that the formation of the school council and the active participation of our pupils will sow the seeds for a more sophisticated understanding of democracy in the future.

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to. This understanding of the importance of rules will be consistently reinforced through assemblies and our curriculum. The involvement of our pupils in the creation of the school rules helps them to understand the reasons behind rules and the consequences if rules are broken.

A clear Behaviour Policy, including a Restorative Justice approach, will provide pupils with clear boundaries and expectations, and will encourage children to develop the responsibility to make mature choices about suitable consequences for the negative behaviour of their peers.

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

Through philosophical enquiry in our Philosophy for Children lessons, we will allow opportunity to debate and discuss the reasons for laws so children can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community including police, war veterans, the fire brigade and many more. We believe that clear explanations and real life stories emphasise the importance of the Rule of Law for our pupils.

Individual Liberty

NPAT schools create a rich and positive culture where children develop and learn in a safe environment where choices and freedoms are encouraged. Growth Mindset is at the heart of our vision, with children accepting failure as a step to success. Harlestone Road Primary Academy children will be encouraged to choose learning tasks that will challenge them, giving them more freedom to determine their own learning.

Harlestone Road Primary Academy will offer a range of clubs which pupils have the freedom to choose from, based on their interests. These will range from additional sporting activities such as football, basketball and tennis provided by NPAT commissioned providers, music ensemble opportunities such as Choir, Samba band or orchestra, groups ensembles or musical theatre, art and creative clubs such as dance, art or sewing clubs, and cultural clubs such as French or Gardening.

Through E-Safety, philosophy and PSHE sessions, children will be taught their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. Valuing choice and freedom in daily school life will foster a value for individual liberty as the children embark upon their adult lives.

Mutual Respect

Pupils at Harlestone Road Primary Academy will learn together with absolute respect for each other. Respect, tolerance and appreciation will be at the heart of the school values and children will be taught to support and encourage each other in all aspects of school life and beyond. Daily collective worship and work in class will ensure that this message is constantly reinforced.

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

Tolerance of those of different faiths and beliefs

Harlestone Road Primary Academy will offer a culturally rich and diverse curriculum in which all major religions are studied and respected. Parents and leaders of different faiths are welcomed to the school to share their beliefs, and numerous places of worship will be visited. Tolerance is developed through knowledge and understanding, and the curriculum and the routines of daily school life at Harlestone Road Primary Academy will develop this and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

Prayer Space

Our Church of England school, Weston Favell Primary CofE, provides a prayer space experience for all NPAT schools to access, offering children the experience of reflection and contemplation in a multi-sensory environment. Children focus on spiritual development through a range of multi-sensory experiences such as the 'empty chair' (where children reflect on someone or something that they may have lost) or 'letting go' where they write down their worries and dispose of them.

Acts of Worship

Every NPAT school holds a daily assembly experience for children, either as a whole school or occasional in class or year groups. All assemblies are respectful and inclusive of all pupils, regardless of their religion or belief, including non-belief. School assemblies are an important feature of school life. Inclusive assemblies can play an important role in fostering a sense of community in schools. Assemblies with an ethical dimension are also an ideal time within the school day to promote the spiritual, moral, social and cultural development of pupils. Daily acts of worship help to achieve these important educational goals, and include times of reflection, prayers, thoughts and spiritual experiences.

Places we visit

Harlestone Road Primary Academy children will be offered a range of places to visit as part of their curriculum experiences, and some of these will involve visits to places of religious worship, in line with the Northamptonshire Agreed syllabus for RE. These will vary slightly school to school due to location, but will include at least:

- Sikh gurdwara – Northampton town
- Muslim mosque – Northampton town
- Hindu temple - Wellingborough
- Local church

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

The trust also uses a number of local speakers to talk about their religion to the children, and where possible, parents are invited in to school to do the same.

Partnership with Weston Favell CofE Primary

Weston Favell CofE Primary School is part of NPAT, linked by a formal partnership agreement, and as such all NPAT schools benefit from the outstanding provision of this school. In addition to the prayer space provision mentioned above, one of the Weston Favell governors is a vicar at the local church and an NPAT trustee, reflecting the Christian community and beliefs of that community. NPAT schools benefit from the support given by Weston Favell CofE Primary in planning their values based curriculums.

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

Duston is an area of Northampton, located to the west of the town centre. At the beginning of this year, Duston and the adjoining areas of St James and Spencer, had a combined population of 26,973 people. As of 2015, Northampton town had a population of 219,495 people. The population is expected to increase to 235,300 (or 7.2%) by 2020. As at 1st July 2016, the schools estate in Northampton town was comprised of 52 primary schools, 8 secondary schools and 1 ‘all-through’ school. 10 of these primary schools and the ‘all-through’ school are located within the Duston area.

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

In recent years the demand for primary school places in Northampton has increased significantly. Between January 2005 and January 2015, Northampton experienced an increase of 38.8% in the number of pupils starting school within the town. Whilst the total number of pupils, across the primary age-range, being educated within the town, rose by 21% in the 5 year period between 2010 and 2015.

The contributory factors behind the increase in the number of pupils requiring primary education in Duston (and across the rest of the town) are as follows;

- A rising birth-rate;
- In-migration to the area;
- Large amounts of housing development.

These increases, in both the number of pupils starting school and the total number of pupils being educated in primary schools within Duston, have necessitated the county council to commission additional capacity across the area, to ensure it meets its statutory obligation of providing sufficiency of school places within the town.

The level of additional capacity added to existing provision within Duston area since September 2010 equates to 5 new forms of entry (FE) or two, new 2FE and one 1FE primary schools.

Across Northampton town as a whole, NCC has commissioned an additional 785 places in the year of entry (equating to over 26FE) and 5495 primary places in total to meet the increased demand for primary school places and ensuring that it continues to fulfil its statutory obligation of providing sufficiency of school places in the town.

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

The table below shows surplus capacity across the primary age-range within Duston area primary schools;

	Combined PAN (for all surrounding primary schools)	Number on roll (all schools)	Surplus places (all schools)	Surplus as % of capacity
NCYR	600	584	16	2.7%
NCY1	600	588	12	2.0%
NCY2	540	537	3	0.6%
NCY3	540	543	-3	-0.6%
NCY4	480	469	11	2.3%
NCY5	510	502	8	1.6%
NCY6	480	462	18	3.8%
TOTAL	3,750	3,685	65	2.0%

As the table demonstrates, the overall level of surplus capacity available within Duston primary schools stands at 2.0%, this figure is below the minimum DfE recommended level (the DfE recommend that school(s) should have between 5-10% of their total capacity available as surplus, to accommodate 'In Year' applications). The level of surplus capacity does not reach the DfE recommended limits. There is significant pressure on the available capacity throughout the Key Stage 1 & 2 cohort within the Duston area, with surplus capacity ranging from -0.6% to 3.8% across all primary school year groups (NCYR – 6). The total level of surplus capacity across all year groups stands at just 2% of the total available. Over 57% of the surplus capacity available in the Duston area is located within one school, Kings Heath Primary Academy, at present. The school was extended in September 2010, to provide additional capacity within the Duston area. However, the county council predicts that current levels of in-migration mean that this surplus capacity is highly likely to be consumed during the 2016/17 academic year. Between 1st September 2015 and 1st June 2016, 589 primary aged pupils migrated to Northampton.

E1 – provide valid evidence that there is a need for this school in the area**September 2016 Reception Numbers**

The table below details the number of pupils due to start in Reception at each primary school in September 2016 within the Duston Area. There are currently 28 (01.07.2016) surplus reception places across the Duston Area for September 2016. This equates to 4.7% of the places available as surplus. This figure is below the DfE recommended limit of 5%. This figure is expected to decrease further as new pupils move into the town prior to September 2016.

DfE No.	School name	Published Admission Number (PAN)	2016 Reception intake
2181	Chiltern Primary School	60	49
2210	Duston Eldean Primary School	60	60
6996	The Duston School (Primary Phase)	60	60
2160	Earl Spencer Primary School	60	60
2184	Hopping Hill Primary School	60	60
2165	Kings Heath Academy	60	43
2176	Lyncrest Primary School	30	30
2016	Millway Primary School	60	60
3348	St James CEVA Primary School	60	60
3090	St Luke's CEVA Primary School	60	60
3350	St Mary's Catholic Primary School	30	30
	TOTALS	600	572

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

Pupil projection data

The table below details primary pupil projection numbers, compiled by Northamptonshire County Council's 'Business Intelligence & Performance' (BIPI) team. Please note, these projections do not take into account the pupil yield from completed housing development.

Duston Primary Schools		PAN	R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
Forecasts	2015/16	630	576	574	534	531	467	499	454	3635
	2016/17	600	615	579	576	538	538	466	502	3814
	2017/18	600	629	618	581	580	545	537	469	3959
	2018/19	600	631	632	620	585	587	544	540	4139
	2019/20	600	578	634	634	624	592	586	547	4195
	2020/21	600	605	581	636	638	631	591	589	4271

*This figure denotes the combined Published Admission Number (PAN) for Duston area primary schools, in the year of entry only. The PAN in other year groups is lower as a result of capacity recently added within Duston in recent academic years.

Housing development in the Duston area

The table below details all planning applications, their current status and the expected pupil yield from each development, within the area of Duston.

Development	Date	Dwellings	Application Status	Expected Pupil yield (Primary)
Former St James CofE, Greenwood Road Northampton	Jun-11	14	APPROVED	4
Harlestone Road, Northampton	Jul-12	5	APPROVED	2

E1 – provide valid evidence that there is a need for this school in the area				
Harlestone Road, Northamptonshire	Jan-13	200	APPROVED	60
Millway Primary School, Northampton	Mar-11	49	APPROVED	15
South Meadow Road, Northampton	Apr-10	80	APPROVED	24
St Crispins Hospital, Northampton	May-16	235	APPROVED	71
The Morris Man, Witham Way, Northampton 2	Feb-13	15	APPROVED	5
Total				181

Need for new primary provision within Duston

As illustrated by the table above, the various Duston area developments (the majority of which have already begun) are expected to yield in the region of 180 pupils across the primary age-range by the time each development has been completed. This pupil yield, coupled with the extremely low levels of surplus capacity available within Duston specifically and Northampton town as a whole are the reason that NCC wish to commission a new two form of entry (60 places per year group/420 places total) primary free school, on the Harlestone Road. In addition to this, as the pupil projection forecasts above detail, demand for primary school places in the Duston area is expected to exceed the supply of places in forthcoming academic years. The new school would aid the county council in continuing to fulfil its statutory obligation of providing sufficiency of school places within Northampton. Duston area primary schools have very low levels of surplus capacity across both Foundation, Key Stage 1 & Key Stage 2 and existing provision within Duston cannot accommodate the number of pupils generated by the various developments. A new two FE primary school on the Harlestone Road would ensure that there is the required amount of capacity available to meet the demand for school places, as well as increasing the choice and diversity available to parents and assisting the Government in their goal of opening 500 new free schools across the course of the current parliament.

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

E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

Please note that the trust were approached by the county council in July 2016 and requested to submit an application to open a free school at very short notice in order to support them to open an additional school in September 2018 to cater for the increased demand for primary school places in this area. The application has therefore been completed in an extremely short time scale within the limited resources available and without the additional support of commissioned services.

As a result, engagement activities with parents and community events have not yet taken place, but are planned to take place in the academic year 2016-17. The following approaches will be taken by NPAT moving forward:

Promotional material

Colour A5 flyers and posters will be used to target local public services provision including children's centres, local nurseries, libraries, as well as shopping centres, all within a 2 mile target admissions zone. Leaflets will be distributed to local businesses and an advert for the school placed in local newspapers.

Face-to-face engagement

As with all new schools wishing to join NPAT, NPAT Head Teachers with members of their staff will attend consultation events for parents and members of the community. A consultation event about the proposed school and the plans will be held from 6.00pm-8.00pm on Wednesday 19 April 2017. We will collect names and email addresses from all attendees at the events.

Press and social media

E2 – successful engagement with parents and the local community

NPAT has established positive relationships with the local press, particularly the Northampton Chronicle and Echo, and will communicate with parents and the community regarding Harlestone Primary School using this popular local medium.

NPAT also readily use Facebook and Twitter to communicate with wider audiences.

There will be an online blog to share information and for parents and community members to post questions and share responses.

Ongoing engagement with our local community

Our future engagement strategy will centre on potential parents in order to fully understand their community and to shape the school in response to local needs. We will continue this in the pre-opening phase to involve local people, businesses and community groups to ensure that Harlestone Primary School is at the heart of the community.

In the next phase of our community engagement work we will continue to engage with parents, to increase admission sign ups and to maintain positive support from the wider community. We will work with parents and the wider community to inform them of all plans as they evolve, and engage them in how the ethos of the school will be realised. We will consult with the widest possible demographic on key decisions relating to the school's character. We will positively encourage community feedback from parents and wider audiences via the blog, Facebook and Twitter.

Governance

As part of our communications strategy we will deliver an individual programme to attract Governors to the School, ensuring the parent community has an active role in the school from Day 1, embedding the feeling of ownership. We will utilise the skills and experience of existing NPAT Governors to support this drive.

Post-opening

NPAT school have and value close relationships with parents and members of the community, and Harlestone Road Primary Academy will have the same valuable relationships with its parent population. These will vary from school to school and will

E2 – successful engagement with parents and the local community

be driven by the new Head Teacher, but will include a range of activities stay and play sessions in YR and KS1, Termly Learning Conferences, Class Assemblies, teachers/assistants available before and after school to speak to parents, showcase days, school performances, Parent Forum and a Parent Teacher Association.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

[REDACTED]. A meeting with Martin Post, RSC has already taken place and a letter received outlining our capacity to open one free school in Wave 12.

[REDACTED]

The Northampton Primary Academy Trust (NPAT) MAT that is making this application has 9 Directors: two are Head Teachers of two schools in the trust, three are governor representatives from schools in the trust, one Church of England representative, the NPAT Strategic Director and two non-executive Directors appointed through Academy Ambassadors.

Responsibility for setting up the school rests with the core group – Strategic Director, NPAT Business and Finance Director, 2 x Head Teacher representatives (one NLE, one experienced in school expansion projects), Local Authority planning team strategic lead (Chris Wicken), 2 x community representatives – who will work under the direction of the Board of Directors.

Our proposals for pre-opening have developed in line with current membership, practice, culture and ethos, as well as recognition of the specific nature of the demands during the pre-opening phase. HR support will be commissioned from EPM as part of a larger NPAT contract. Similarly Legal Services, Payroll, ICT technical support and Finance support will be commissioned centrally by NPAT.

Curriculum support will be offered by our NPAT Drama for Learning and NPAT Maths consultants who will develop English and Maths across the curriculum through both regular training sessions with other NPAT staff and bespoke development training within school.

F1 (a) Skills and experience of your team

Additionally, we will have leads for the following areas, which will require less regular input:

- Governance – NPAT Governance consultant
- Admissions – NPAT Administrator with support from the NPAT Business and Finance Director
- ICT – NPAT Digital team led by [REDACTED]
- Catering – NPAT Administrator to commission Northamptonshire County Council Schools Meal Services
- Office Administration and Marketing – NPAT Business and Finance Director with NPAT Administrator and senior School Business Managers
- Safeguarding – NPAT Strategic Director
- Health and Safety – NPAT Non-executive Director with one school governor

We have matched the amount of resource in each sub-group to the scale of the task, with some members of the group performing more than one role. We believe that the current operating model of our core group is fit for the pre-opening phase. We will hold a bi-weekly meeting of the whole group, which is chaired and minuted, and will reports from the sub-group leads. Between meetings, the leads will liaise with their sub-groups to work on their respective areas of responsibility. Elements of the project plan that do not fall neatly into one area of responsibility will be delegated to named members.

The Principal Designate has not yet been identified. The Head Teacher over-seeing the project from an educational perspective is [REDACTED]

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
Business Director	Central Team of NPAT	Recruitment in Autumn Term 2016 following review of other MAT provision and local advertising campaign. This will be funded by income from schools and sponsor capacity funding. Within the first year the successful applicant will revise income and expenditure, renegotiate central contracts and bring more contracts in house to benefit from economies of scale and establish a top-slice funding model.
NPAT Administrator	Central Team of NPAT	Recruitment in Autumn Term 2016 following local advertising campaign. This role will support the central functions of the trust including marketing and media, new school pre-opening administration, community consultation and resources. This role will be funded by income from schools.
Harlestone Road Primary Academy Project Lead	Central Team of NPAT	Recruitment in January 2017. This part-time role will lead on the building and design elements of the new school, liaise with the NPAT central team and coordinate all elements of the pre-opening

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
		phase. This will be funded by a Project Development Grant.
Local Governing Body Members	Harlestone Road Primary Academy Governing Body	A skilled and experienced Chair of Governors will be recruited in January 2018 using Academy Ambassadors. (S)He will then be joined by two effective NPAT Governors from other NPAT schools and will then recruit additional governors locally to form the Harlestone Road Primary Academy Governing Body.
Head Teacher Designate	School Leadership	<p>A Head Teacher Designate will be recruited following a national advertising campaign using the NPAT 'recruitment of a new Head Teacher' format. The interview panel will consist of members of the NPAT Board of Directors and [REDACTED]</p> <p>[REDACTED] This role will be funded from the school budget. The Head Teacher Designate will then recruit his/her own staff with support from the NPAT central team and other NPAT Heads in accordance with the proposed staffing structure.</p>

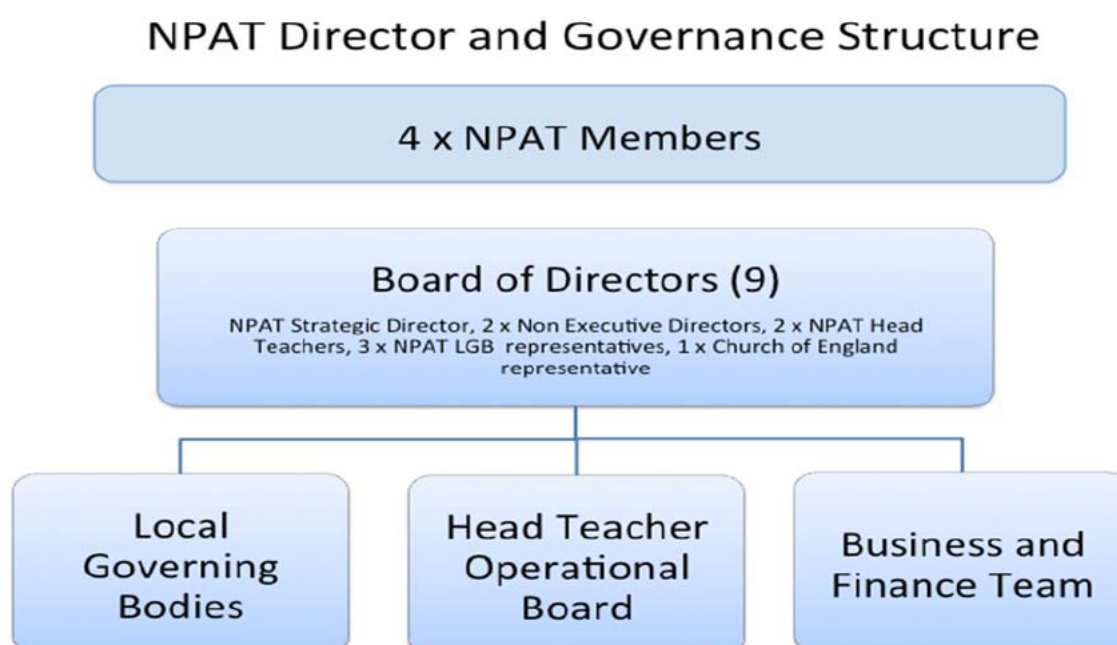
[Add more lines as appropriate]

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



Three founder ex-Directors of NPAT along with two new independent professionals make up the NPAT Members. They hold ultimate responsibility for the effective performance of the trust, and have the rights and powers under company law to change the constitution, remove Directors, receive the annual accounts of the company, and to attend and vote at company meetings.

The Board of Directors is made up of 9 Directors and constitutes the following:

- NPAT Strategic Director
- 2 x Non Executive Directors

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

- 2 x NPAT Head Teachers
- 3 x NPAT LGB representatives
- 1 x Church of England representative

The Board of Directors currently meet half-termly and are responsible for the management and strategic direction of NPAT. In addition to their legal duties and responsibilities as company directors they also have duties under charity law as charity Trustees.

The Directors will be appointed for their skills and experience. At any one time, we will ensure that members of the Board of Directors have the following skills and experience among them:

- School leadership and/or educational pedagogy
- Effective school governance experience
- Finance experience
- Human resources
- Property, Health and Safety
- Safeguarding Children

When choosing NPAT Directors, the Board will review existing skills and identify any gaps in experience or skills that need to be filled. Where necessary, external support to appoint will be sought, such as Academy Ambassadors. Existing Directors will carry out an interview to ensure suitability for the role. Once appointed, they will receive an induction to the trust and the role, and a training needs assessment, which will be updated annually.

The Board of Directors also take advice and recommendation from the NPAT Business and Finance Team and the Head Teacher Operational Team (who advise on curriculum, standards and educational issues).

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

There are no conflicts of interest between trustees nor any financial transactions predicted between members, trustees and NPAT.

Scheme of Delegation (summary version)

The following abridged version of the Scheme of Delegation identifies the roles and lines of accountability between the Board of Directors and local governing bodies.

ITEM	NPAT BOARD	STRATEGIC DIRECTOR	LOCAL GB	HEAD TEACHER
Strategic objectives of the Trust & Academies	Set and monitor	Deliver	Monitor	Deliver
Compliance: Funding Agreement, Regularity, Financial overview, VFM, Audit, Health and Safety, Best Practice	Set and monitor	Deliver	Comply and Monitor	Comply
Policies setting and review	Determine NPAT Policy and Local policy	Deliver	Review	Deliver
School Development Plan	Determine trust priorities and non-negotiables	Deliver draft	Monitor	Produce individual plan
KPI's and Performance objectives	Set and review	Consult	Consult	Deliver
Quality of Teaching	Agree objectives	Deliver framework	Review	Deliver and Review
Curriculum	Determine – curriculum and standards and review effectiveness of the curriculum across the Trust	Deliver Recommend	Consult Review	Deliver
Pupil Premium	Review	Report	Determine spend and Review	Deliver and report
Collective worship arrangements			Review	Deliver
Student issues (Including attendance, exclusions, punctuality & disciplinary matters for each School	Review	Review delivery	Receiving and review reports	Deliver – Ensuring student issues are dealt with in accordance with Trust and School policies
Central Funding Model	Determine – in consultation with the LGB's	Recommend	Consult	Comply and Deliver

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

Trust Annual Budget – formulating and setting the Trust wide budget	Determine	Deliver	LOCAL GB	HEAD TEACHER
School Annual Budgets - Formulating and setting individual School budgets	Review	Review – submission of School budgets to the EFA	Determine and comply	Deliver and comply
Expenditure and ensuring delivery of the annual budgets	Review	Report	Review and Report	Report
Reporting : Financial reporting and KPI's	Determine	Deliver	Review	Deliver
Delegated budgets and finances	Determine	Deliver	Review Delivery	Comply - adherence to limits
Financial Policies	Determine	Review	Review delivery	Comply
Corporate Risk Register	Review delivery	Deliver	Review – School risk register	Deliver
Appointing the Head Teachers I	Approve – In consultation with the SD and LGB	Support LGB	Appoint	
HR Policy, Strategy and delivery	Determine and review	Comply	Review	Comply
Setting Appraisal Performance Management Policy and pay policy	Set and Review, manage appeals	Review	Assure	Deliver and report
Procurement policy	Determine	Deliver	Comply	Comply
Determining and allocating central services provided to the Academies by the Trust	Determine (in consultation with LGBs)	Deliver –On recommending the allocation of services to the board	Consult	Consult and review
Asset and Premises Maintenance Strategy	Determine – Trust wide Policy	Recommend	Determine and review in accordance with Trust strategy	
Media and PR Policy	Set and Review	Deliver Trust wide activities	Comply	Comply

The Local Governing Body

Beneath the Board of Directors, each NPAT school has a local Governing Body (LGB). The LGB are delegated powers and responsibilities by the Board of Directors which are clearly outlined in the NPAT Scheme of Delegation. In the event of the appointment of a new Head Teacher, the LGB will appoint a new Head Teacher with guidance and support from the NPAT Strategic Director and at least one additional trust member (to make up half of the interview panel).

Composition of the Local Governing Body

LGBs are sub committees of the Trust Board. The LGB will compose of up to 8 governors, documented in the Articles of Association for the Trust:

- A Chair appointed by the Sponsor Trustees
- Up to 3 Trust Appointed Governors
- Up to 2 Parent Governors (Elected)
- 1 Staff Governor (Elected)
- Head Teacher (ex-officio)

Trustees are eligible to be nominated as LGB members; however it is the philosophy of

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

NPAT to nominate a majority of local community members with the relevant skills and experience to the LGB. There will be a diverse range of governors on the LGB, and a mixture of Trustees and non-Trustees to ensure accountability and challenge.

As documented in the Articles of Association, the terms of reference, constitution and membership of each LGB shall be reviewed every twelve months to ensure they are effective. Enhanced DBS checks will be undertaken for all governors before they join the LGB.

In accordance with the NPAT Articles of Association the NPAT Directors will appoint the Governors of the Harlestone Primary School LGB. The Trust has drafted a scheme of Delegation which sets out how the remit of the Board is defined and which elements of operational decision making are delegated to Local Governing Bodies, as well as identifying documents and policies necessary for each school. The role of the Trust concerns strategic matters which influence operation at all the schools.

The Directors of the Trust will also monitor the progress of the school to ensure that LGB are discharging their duties effectively. In so doing, it is important however that they do not conflict with the proper separation of responsibilities of these two levels of non-executive governance. Directors will receive minutes of full Governing Body meetings, along with summary reports. In particular, they will review the school evaluation form, the school development plan, and top-line performance data.

Governors of Harlestone Primary School are accountable to the Directors for the running of the school. Their role will be to challenge and support the school leadership team, holding the Leadership Team to account. They set the strategic direction and vision of the school and will be involved in the appointment of the Head Teacher. The Chair of Governors will be self-nominated and elected by the Governors annually. The school Leadership Team, appointed by the Head Teacher (with the participation of the Governors and the NPAT Strategic Director) are responsible on a day to day basis for running the school, and are accountable to the Governors. The Head Teacher will be an ex-officio member of the Governing Body and a member of the Head Teacher Operational board.

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 Governing Body will be responsible for:

- Acting as a critical friend, holding the school to account
- Acting as the Admissions Authority for the school
- Ensuring that statutory requirements are met
- Agreeing targets for pupils achievement with the Headteacher
- Managing the school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum offer is relevant, creative, balanced and broadly based
- Appointing staff below Head Teacher level
- Carrying out performance review of the Head Teacher
- Reviewing staff performance and pay
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Pupil discipline, including pupil attendance
- Holding at least three meetings per year

We will seek to ensure that there is always representation of parents, staff and the community amongst the Governing Body. In the case of parents, we will meet our statutory requirement to have at least two parent governors at any time. The two parent governors will be selected by election by the parent body. Parents can also be appointed as governors without election on the basis of their skills.

There will be one place on the Governing Body for an elected, current member of staff at the school. They will be self-nominated and, where there is more than one nomination, a vote of the teaching staff will be held.

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

Accounting Officer and principal Finance Officer

The Head Teacher will take personal responsibility for assuring the Accounting Officer that there is compliance with the Academies Financial Handbook, the EFA and all relevant aspects of company and charitable law. Delivery of the detailed accounting processes will be delegated to the Senior Business Manager. It is essential that both roles are discharged by suitably qualified individuals, who are aware of their statutory and regulatory responsibilities.

Financial control

The Accounting Officer (AO) is aware of our responsibilities under the Academies Financial Handbook to implement a process for independent checking of financial controls, systems, transactions and risks. The MAT Accounting Officer has overall responsibility.

The NPAT Business and Finance Director will agree a plan with the Chair of each school's finance committee that will provide both an internal and external review of the key financial and business processes throughout the year. This will allow them to advise the finance committee and for the committee overall to have sufficient independent assurance on the school's financial processes and procedures. The LGB Chair of Finance will also review the financial reports monthly with the School Business Manager, reporting to the Chair of Governors (as well as the finance committee at its half-termly meetings).

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

NPAT schools are all financially secure and viable, with none running a deficit budget and most having some level of carry forward each year. The NPAT Directors will continue to ensure that the annual contribution from each school is affordable and keeps funds in the schools supporting learning and teaching whilst still enabling the central team to effectively function, develop and grow.

The trust accounts are audited annually, and the following quote is from McIntyre Hudson accountants from last year :-

During our audit testing, the controls in place have been implemented well and are robust. There is a strong culture of management ethos.

Collaboration and economies of scale

NPAT is passionate about creating an environment of collaborative learning with a sharing of expertise across the Trust. Head Teachers, Senior Management and Key Stage/Phase leaders meet regularly to identify best practices, areas of development and how the schools within NPAT can support each other in these developments. Collaborative working also extends to the School Business Managers and administrative staff within NPAT. As well as providing a platform to share good practices, best value principles are adhered to through standardisation, a better use of resources and knowledge & information sharing.

G1 – budget planning and affordability

Simon De Senlis Primary School joined the Trust in April 2015 and a review of financial procedures and all budget lines has already resulted in improved economies of scale.

The Trust schools regularly collaborate to reduce procurement and administration costs. Bulk purchasing is carried out where possible to ensure maximum discounts are received. Significant savings have already been made across the Trust in areas including IT equipment purchasing, telecommunication costs, insurance and legal support.

In the 2014/15 financial year, the combined savings made by NPAT relating to collaborative purchasing and Service Level agreements, came to ██████ representing 31% of influenceable spend, an increase of an additional 2% from 2014-15.

Benchmarking

The Trust regularly benchmarks financial performance against other local schools and academies with regards to staffing costs, utilities and contract prices. A particular emphasis is placed on comparing against schools with high pupil achievement statistics and assessing particular categories of spend including Training and Development, Curriculum resources and ICT.

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.

Annex 2 – Harlestone Road Demand for Primary Places

Harlestone Road housing development: Demographic information and the demand for primary schools places

1. Introduction

Duston is an area of Northampton, located to the west of the town centre. Duston and adjoining areas of St James and Spencer, have a combined population of 26,973 people.

As of 2015, Northampton town had a population of 219,495 people. The population is expected to increase to 235,300 (or 7.2%) by 2020.

As at 1st July 2016, the schools estate in Northampton town was comprised of 52 primary schools, 8 secondary schools and 1 ‘all-through’ school. 10 of these primary schools and the ‘all-through’ school are located within the Duston area, as per the table below.

DfE No.	School name	Age range	School type	Publish ed Admissi on Number (PAN)	Total Number on roll (NOR)	Total Capacit y by PAN	Surplu s Places
2181	Chiltern Primary School			60	349	360	11
2210	Duston Eldean Primary School			60	455	450	5
6996	The Duston School (Primary Phase)			60	87	90	3
2160	Earl Spencer Primary School			60	327	330	3
2184	Hopping Hill Primary School			60	413	420	7
2165	Kings Heath Academy			60	376	420	44
2176	Lyncrest Primary School			30	210	210	0
2016	Millway Primary School			60	420	420	0
3348	St James CEVA Primary School			60	421	420	-1
3090	St Luke’s CEVA Primary School			60	419	420	1
3350	St Mary’s Catholic Primary School			30	208	210	2
TOTALS					3,685	3,750	75

1.1 Recent demographic changes and the demand for primary school places

In recent years the demand for primary school places in Northampton has increased exponentially. Between January 2005 and January 2015, Northampton experienced an increase of 38.8% in the number of pupils starting school within the town. Whilst the total number of pupils, across the primary age-range, being educated within the town, rose by 21% in the 5 year period between 2010 and 2015.

The contributory factors behind the increase in the number of pupils requiring primary education in Duston (and across the rest of the town) are as follows;

- A rising birth-rate;
- In-migration to the area;
- Large amounts of housing development.

These increases, in both the number of pupils starting school and the total number of pupils being educated in primary schools within Duston, have necessitated the county council to commission additional capacity across the area, to ensure it meets its statutory obligation of providing sufficiency of school places within the town. Additional capacity commissioned by Northamptonshire County Council, since September 2010, is detailed in the table below;

School	Type	Increase (Published Admission Number)	Increase (no. of Reception places)	Increase (total primary places)	With effect from
Hopping Hill Primary School	extension	45 - 60	15	105	Sep-10
Earl Spencer Primary School	extension	30 - 60	30	210	Sep-12
Kings Heath Primary School	extension	45 - 60	15	105	Sep-10
Chiltern Primary School	extension	30 - 60	30	210	Sep-15
The Duston School – Primary Phase	All through extension	60	60	420	Sep-15
TOTALS			150	1050	

As illustrated in the table above, the level of additional capacity added to existing provision within Duston area since September 2010 equates to 5 new forms of entry (FE) or two, new 2FE and one 1FE primary schools.

Across Northampton town as a whole, NCC has commissioned an additional 785 places in the year of entry (equating to over 26FE) and 5495 primary places in total to meet the increased demand for primary school places and ensuring that it continues to fulfil its statutory obligation of providing sufficiency of school places in the town.

1.2 Current demand for primary places/surplus capacity

The table below shows surplus capacity across the primary age-range within Duston area primary schools;

	Combined PAN (for all surrounding primary schools)	Number on roll (all schools)	Surplus places (all schools)	Surplus as % of capacity
NCYR	600	584	16	2.7%
NCY1	600	588	12	2.0%
NCY2	540	537	3	0.6%
NCY3	540	543	-3	-0.6%
NCY4	480	469	11	2.3%
NCY5	510	502	8	1.6%
NCY6	480	462	18	3.8%
TOTAL	3,750	3,685	65	2.0%

As the table demonstrates, the overall level of surplus capacity available within Duston primary schools stands at 2.0%, this figure is below the minimum DfE recommended level (the DfE recommend that school(s) should have between 5-10% of their total capacity available as surplus, to accommodate 'In Year' applications).

The level of surplus capacity does not reach the DfE recommended limits in any. There is significant pressure on the available capacity throughout the Key Stage 1 & 2 cohort within the Duston area, with surplus capacity ranging from -0.6% to 3.8% across all primary school year groups (NCYR – 6). The total level of surplus capacity across all year groups stands at just 2% of the total available.

Over 57% of the surplus capacity available in the Duston area is located within one school, Kings Heath Primary Academy, at present. The school was extended in September 2010, to provide additional capacity within the Duston area.

However, current levels of in-migration mean that this surplus capacity is highly likely to be consumed during the 2016/17 academic year. Between 1st September 2015 and 1st June 2016, 589 primary aged pupils migrated to Northampton.

September 2016 Reception Numbers

The table below details the number of pupils due to start in Reception at each primary school in September 2016 within the Duston Area. There are currently 28 (01.07.2016) surplus reception places across the Duston Area for September 2016. This equates to 4.7% of the places available as surplus. This figure is below the DfE recommended limit of 5%. This figure is expected to decrease further as new pupils move into the town prior to September 2016.

DfE No.	School name	Published Admission Number (PAN)	2016 Reception intake
2181	Chiltern Primary School	60	49
2210	Duston Eldean Primary School	60	60
6996	The Duston School (Primary Phase)	60	60
2160	Earl Spencer Primary School	60	60
2184	Hopping Hill Primary School	60	60
2165	Kings Heath Academy	60	43
2176	Lyncrest Primary School	30	30
2016	Millway Primary School	60	60
3348	St James CEVA Primary School	60	60
3090	St Luke's CEVA Primary School	60	60
3350	St Mary's Catholic Primary School	30	30
TOTALS		600	572

2. Pupil projection data

The table below details primary pupil projection numbers, compiled by Northamptonshire County Council's 'Business Intelligence & Performance' (BIPI) team. Please note, these projections do not take into account the pupil yield from completed housing development.

Duston Primary Schools		PAN	R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
Forecasts	2015/16	630	576	574	534	531	467	499	454	3635
	2016/17	600	615	579	576	538	538	466	502	3814
	2017/18	600	629	618	581	580	545	537	469	3959
	2018/19	600	631	632	620	585	587	544	540	4139
	2019/20	600	578	634	634	624	592	586	547	4195
	2020/21	600	605	581	636	638	631	591	589	4271

*This figure denotes the combined Published Admission Number (PAN) for Duston area primary schools, in the year of entry only. The PAN in other year groups is lower as a result of capacity recently added within Duston in recent academic years.

3. Housing development in the Duston area

The table below details all planning applications, their current status and the expected pupil yield from each development, within the area of Duston.

Development	Date	Dwellings	Application Status	Expected Pupil yield (Primary)
Former St James CofE, Greenwood Road Northampton	Jun-11	14	APPROVED	4
Harlestone Road, Northampton	Jul-12	5	APPROVED	2
Harlestone Road, Northamptonshire	Jan-13	200	APPROVED	60
Millway Primary School, Northampton	Mar-11	49	APPROVED	15
South Meadow Road, Northampton	Apr-10	80	APPROVED	24
St Crispins Hospital, Northampton	May-16	235	APPROVED	71
The Morris Man, Witham Way, Northampton 2	Feb-13	15	APPROVED	5

Total				181
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3. Need for new primary provision within Duston

As illustrated by the table above, the various Duston area developments (the majority of which have already begun) are expected to yield in the region of 180 pupils across the primary age-range by the time each development has been completed. This pupil yield, coupled with the extremely low levels of surplus capacity available within Duston specifically and Northampton town as a whole are the reason that NCC wish to commission a new two form of entry (60 places per year group/420 places total) primary free school, on the Harlestone Road.

In addition to this, as the pupil projection forecasts above detail, demand for primary school places in the Duston area is expected to exceed the supply of places in forthcoming academic years.

The new school would aid the county council in continuing to fulfil its statutory obligation of providing sufficiency of school places within Northampton. As demonstrated in section 1.2, Duston area primary schools have very low levels of surplus capacity across both Foundation, Key Stage 1 & Key Stage 2 and existing provision within Duston cannot accommodate the number of pupils generated by the various developments. A new two FE primary school on the Harlestone Road would ensure that there is the required amount of capacity available to meet the demand for school places, as well as increasing the choice and diversity available to parents and assisting the Government in their goal of opening 500 new free schools across the course of the current parliament.

Annex 3 – Letter from Regional Schools Commissioner



Office of the Regional Schools
Commissioner
North West London and South Central
3rd Floor, High Trees
Hillfield Road
Hemel Hempstead
HP2 4AB

RSC.NWLSC@education.gsi.gov.uk



C/o Lings Primary School
Hayeswood Road
Northampton
NN3 8NN

21 September 2016

Dear 

Re: RSC Confirmation of trust Free School capacity and capability

We met on 13 September to discuss NPAT's free school plans and following this you also met with my Deputy Director, Dame Kate Dethridge, to discuss the trust's overall growth plans and capacity. Given the trust's record and capacity I am content to agree a capacity of 1 free school application for Wave 12 (September 2016).

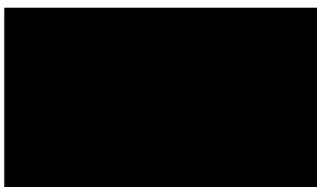
The application will consist of:

- Harlestone Primary –mainstream 4-11 primary, with an earliest opening date of 2018

In our meeting we also discussed the trust submitting a batched bid for further free schools in Wave 13 (March 2017) though we did not agree a specific capacity figure. I would like to have a further discussion ahead of submitting these applications next year to review the trust's capacity. I will ask my office to arrange this closer to the next application round.

Please upload this letter alongside your final application form and complete the shorter Section F/capacity and capability section as indicated. Please note this letter is not an endorsement of your application as a whole and does not imply it will be approved. Still, I wish you the best of luck with your proposals.

Kind regards,



Self-assessment form for independent schools

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

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

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

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<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>Company Directors are responsible for the overall financial performance of the trust and individual academies, delegating budget setting and delivery to the LGBs and Head Teachers. At each meeting the Secretary prepares reports outlining expected year end positions of each individual academy. Overall the Directors focus on economy, efficiency and effectiveness in the use of funds</p> <p>The Trust Accounting Officer is the Strategic Director and adheres to the 'Seven Principles of Public Life' framework</p> <p>Our KPI's include:</p>		
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	<p>% of staffing costs against total funding</p> <p>% of year end carry over</p> <p>Pupil premium performance</p> <p>Cost efficiency gained through centralisation</p>		
2. Structure of the board	<p>Accountability system</p> <p>Structure of decision making</p> <p>Please refer to our 'Lines of Accountability' chart in the main body of text</p> <p>Head Teachers are delegated powers to make decisions on expenditure, with limits in place</p>		

	<p>where sign off moves to Board Level.</p> <p>Local Governing Bodies are accountable for monitoring schools 'actual v budget' position on a monthly basis.</p>		
3. Meetings	<p>Please detail your board and committee meetings schedule and outline agenda</p>		
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; 		

	<ul style="list-style-type: none">• Investment policy;• Procurement including leases;• Internal control framework;• Contingency and business continuity plan;• Insurance cover		
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Department
for Education

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