



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

**HOUGHTON GATE SCHOOL**

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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

[FS.applications@education.gsi.gov.uk](mailto: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](mailto: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](mailto: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)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Section H:</b> 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 type="checkbox"/>	<input checked="" 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. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. <b>Independent schools only*</b> : 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. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<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 <sup>rd</sup> 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"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?  (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## Declaration

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

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

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

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

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

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

**Signed:** 

**Position:** Chair of company

**Print name:** 

**Date:** 27/9/2016

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

## Completing the application form

### Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

## Section C – vision

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

Please:

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

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

#### **Introduction**

Houghton Gate School will be a new free school serving the south east area of Northampton. The proposed school:

- Will be coeducational and multi-faith.
- Will have an 8 form entry secondary phase with an age range of 11-18.
- Will include a 400 space 6<sup>th</sup> form focussed on GCE A level provision.
- Will have a fully comprehensive intake using distance from the school and defined catchment area as the basis for admission (rather than the current “Northampton Fair Banding Scheme” utilised by schools in the Northampton town urban area.
- Will open in September 2019.
- Will be located in the Houghton Gate area of Northampton.

There are 3 compelling reasons to open Houghton Gate School:

- Demographic need in the Northampton town urban area due to significant demand for additional school places.
- Lack of high quality coeducational, academic education in the Northampton town area. Northamptonshire has been identified by both Ofsted and the DfE as an area of poor educational outcomes.
- Additional choice for parents and carers in the south east area of Northampton where students in rural villages have to travel large distances to access high quality education.

#### **Demand for a new free school in Northampton**

As will be explained in great depth in section E of this form, the Northampton town urban area is experiencing a severe shortage of secondary school places due to an increase in birth rate. This “pupil bulge” is currently within the primary cohort but will move to the secondary cohort over the next two years. Using information from the

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

local authority (outlined in table 3 in section E) the demand for additional places cannot currently be accommodated within the Northampton town urban coordinated admissions area from 2019 onwards, despite the opening of two new free schools in 2016. The table below shows additional demand identified solely through the “pupil bulge”:

School Year	Current Area PAN	Year 7	Year 8	Year 9	Year 10	Year 11	New Demand
19/20	2550	114					114
20/21	2550	148	118				266
21/22	2550	213	152	128			493
22/23	2550	202	217	160	115		694
23/24	2550	178	206	225	149	115	873
24/25	2550	105	182	214	214	139	854

This table does not take into consideration additional demand for places in the area due to the significant amounts of new housing development in the Northampton town urban area that are either being proposed, or are in the early stages of development (this demand is outlined in depth on Section E). When complete, this additional housing will result in additional demand across the secondary age range of up to 2561 secondary places, which will only be partially reflected in the figures above.

Secondly, educational standards in the Northampton town area have been a concern for a number of years. The Northampton town coordinated admissions area currently covers 9 academies. In 2015, headline GCSE figures for 5+ A\*-C are well below the National average, with only the single sex Northampton School for Boys (77%) and Northampton School for Girls (58%) producing GCSE headline figures for 5+ A\*-C above the national average. Likewise, in, 2015, no coeducational school in the Northampton town urban coordinated area obtained a GCSE value added score for the best 8 qualifications above the benchmark score of 1000. As a result, parents have not had the ability to send their children to a high quality academic co-educational setting without sending their child to a school outside the Northampton town urban coordinated area.

Thirdly, due to the current rural greenfield and industrial area in the south east area of Northampton, parents living in nearby villages do not currently have access to nearby high quality secondary provision. The villages of Great Houghton, Little Houghton, Braefield on the Green, Hackleton, Piddington, Horton and Preston Deanery currently use secondary provision located in either the Wellingborough area or schools on the other side of the M1 motorway.

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

### **Vision and Ethos of the School**

The school will:

- Be high performing, with a strong emphasis on individual student academic success.
- Provide a broad and rich academic curriculum delivered through high quality teaching and learning. Although there will be a focus on developing a strong STEM provision, the school will highly value both the Arts and the Humanities as key drivers in developing a well-rounded education.
- Be focussed on developing students as confident independent learners who will develop a lifelong love of learning and the ambition to achieve great things.
- Have a significant drive and focus on developing students' character through a school culture that will focus on promoting the belief in all students that with the right conditions, hard work and effective teaching and coaching, nothing is impossible. This will be done through a focussed PSCE programme, a rich and successful sports and performing arts provision offered both as part of the main school curriculum and the extensive enrichment provision.
- Utilise state-of-the-art educational research on student learning and effective teaching to ensure the best outcomes for all students. It is expected that the vast majority of teachers will be actively involved in active research projects to further develop the quality of their teaching.
- Have strong leadership and management focussed on academic attainment and developing a unique challenging "learning for all" ethos within the school.
- Provide high quality 6<sup>th</sup> form provision which will have an academic focus with a drive to push students to enter the most prestigious UK and international universities.

Houghton Gate School is being promoted and proposed by Caroline Chisholm School, the UK's first purpose built all-through school which opened in September 2004. Caroline Chisholm School has been extremely successful since opening, with published KS5, KS4, KS2, KS1 and EYFS results being consistently above local and national averages. The school achieved its best GCSE results in 2015 with 80% of students obtaining 5+ A\*-C including English and maths, putting it 2<sup>nd</sup> in Northamptonshire and one of the highest performing schools in the East Midlands. The school was placed in the top 100 non selective schools for GCSE results in England by the DfE. The school was also a national finalist for the 2016 Pupil Premium Awards and the regional winner for schools with published results at Key Stage 4. In 2015 the school received a letter from the then school's minister for its phonics performance in EYFS.

Unvalidated Key Stage 2 results for 2016 are significantly higher than the published national averages across all assessment areas. In 2016 79% of students obtained

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

A\*-C in both English and mathematics GCSEs in the new performance measure, with an attainment 8 figure of B-.

Caroline Chisholm School is currently judged by Ofsted to be Good (2012) and is expected to be inspected in the next academic year and is expected to retain this grading.

Since opening in 2004, Caroline Chisholm School has been heavily oversubscribed across all key stages. To respond to additional demand for school places, Caroline Chisholm School has recently increased its secondary phase PAN from 240 to 279. This would result in an additional 235 additional secondary spaces in the school. The expected student number at Caroline Chisholm School is expected to increase over the next 5 years from 1910 students in 2015, to around 2200 students when additional spaces are also created in the 6<sup>th</sup> form. However, demand for parents for a place in the school continues to outstrip supply, with over 600 applications for places in Year 7 each year. Although Caroline Chisholm School lies on the outskirts of Northampton, it is classed as a SWAN (South West Area of Northamptonshire) school. It is not part of the coordinated admissions scheme that operates in the Northampton town urban area. Caroline Chisholm School receives the vast majority of its students from the small area immediately surrounding the school. Parents in adjacent areas, particularly those in the areas in the proposed Houghton Gate School area, are currently not able to gain admission to the school.

### **Trust Expansion**

Caroline Chisholm School converted to academy status in 2011.

The current single academy trust from Caroline Chisholm School has recently made the decision to take on MAT status and to look at developing new provision, primarily to meet the demand for additional places in the local area, especially in response to the decision to build substantial amounts of new build housing in the vicinity of the school currently out of the defined catchment area.

The newly formed Caroline Chisholm School MAT (CCS MAT) will look initially to develop new provision both at secondary and primary level to replicate and enhance the strong existing all-through provision. The first decision to expand the trust is to make an application for the free school at Houghton Gate.

CCS MAT will start as a very small multi-academy trust and will expand very slowly as it develops the expertise and experience working with more than 1 school. Expansion will be measured and will only occur as quality of provision improves and local demand dictates. Although working as a sponsor MAT is an aspirational

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

ambition of the trust, it is important that its initial focus is primarily focussed on developing into areas where the MAT can easily replicate highly effective provision.

Houghton Gate School will be the first application for a free school from the CCS MAT. It is expected that a further free school application will be made in Wave 14 for primary provision to cater for an area of new build development that will fall into the proposed catchment area of Houghton Gate School and geographically very close to the Caroline Chisholm School site.

Under these proposals the trust will have 3 schools:

- 1 all-through school of 2200 students,
- 1 secondary school of 1600 students,
- 1 primary school of 420 students,

In its proposed form, the trust will cater for a total of up to 4220 students.

Caroline Chisholm School trust is also in the very early stages of discussion of joining with other existing local schools to strengthen their provision and to increase economies of scale. However, this will only take place where there is a genuine shared education vision and clear evidence that any new partnership will have a significant positive educational impact.

Current expectations are that the **maximum size** of the trust will be 5 schools by 2020.

### **Trust Expansion Timescales**

2015 Caroline Chisholm School increases secondary PAN to meet additional demand for spaces.

2016 Caroline Chisholm School moves from SAT to MAT status.  
Creation of MAT governance structure and LGB for Caroline Chisholm School.

2016 Application under Wave 12 for Houghton Gate School (secondary).

2017 Application under Wave 14 for 2 form entry primary in Brackmills area of Northampton.

2019 Houghton Gate School planned opening.

2020 Primary provision in Brackmills planned opening.

2027 Houghton Gate School at full capacity.

## 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.

	2019	2020	2021	2022	2023	2024	2025	2026
Year 7	120*	240	240	240	240	240	240	240
Year 8		120	240	240	240	240	240	240
Year 9			120	240	240	240	240	240
Year 10				120	240	240	240	240
Year 11					120	240	240	240
Year 12						80	200	200
Year 13							80	200
Totals	120*	360	600	840	1080	1280	1480	1600

**\*Note:** Northamptonshire County Council forecasts for school place demand, indicate that an additional 114 spaces will be needed for students in 2019 and a reasonable figure for a Year 7 entry in its first year would therefore be 120 students. With additional pupil places being created as a result of local housing developments coming on-line over subsequent years and as the reputation of the school develops, it is expected that the full complement of students will be recruited each subsequent year. Opening at full capacity is felt to be unrealistic given projected student demand in the area.



## 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
Please see tables below			

[Add more lines as appropriate]

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

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

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

The school curriculum will focus on developing rounded, educationally successful young people with a continued thirst for knowledge.

The curriculum of Houghton Gate School will be aspirational and focus on developing outstanding academic attainment and student progress. The development of core skills such as literacy and numeracy will be embedded across the curriculum. All subject areas are also expected to develop students' leadership, organisation and resilience skills.

#### Structure of the School Day

Activity	Start	End	
Breakfast Club	8:00	8:45	Voluntary
Registration/Tutor Time/Assembly	8:45	9:05	Compulsory
Period 1	9:05	9:55	Compulsory
Period 2	9:55	10:45	Compulsory

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

<i>Break</i>	10:45	11:05	<i>Compulsory</i>
Period 3	11:05	11:55	Compulsory
Period 4	11:55	12:45	Compulsory
<i>Lunch</i>	12:45	1:35	<i>Compulsory</i>
Period 5	1:35	2:25	Compulsory
Period 6	2:25	3:15	Compulsory
<i>Extra-Curricular Activities/Support</i>	3:15	4:30	<i>Voluntary</i>

**Curriculum Content**

**Key Stage 3**

The school will offer a hybrid 2-3 year Key Stage 3 programme. The core subjects (English, mathematics, science) will follow a 2-year Key Stage 3, with other subjects undertaking a 3 year, Key Stage 3 programme.

The full range of National Curriculum subjects will be taught at Key Stage 3. In addition, a PSHCE programme will be included that will cover both citizenship, resilience and character education. PSHCE will be taught primarily in morning tutor time. In Year 7, an additional period each week of resilience/well-being training will be provided as part of the normal timetabled day. This will ensure that students are given the skills to develop leadership, organisation and the emotional resilience to study and thrive in a competitive academic environment.

Students are able to study 1 language in Year 7 (either French, Spanish or German), with a second language offered in Year 8. The range of languages available at Houghton Gate School will be greater than currently offered at Caroline Chisholm School, which currently only offers Spanish and French.

Lessons per subject taught. Each lesson is 50 minutes in duration:

Year	English	Maths	Science	PE	Tech	Hums	Comp	MFL	Art	Drama	Music	Wellbeing/ Resilience
7	4	4	4	3	3	4	1	3	2	1	1	1
8	4	4	4	3	3	4	2	4	1	1	1	
9	4	4	4	3	3	4	2	4	1	1	1	

The humanities curriculum covers the compulsory element of religious education.

The resilience and wellbeing curriculum will be delivered by the humanities team after extensive high quality training.

**Key Stage 4**

GCSE programmes of study for core subjects (English, maths and science) will begin at the start of Year 9. This will give students additional time to develop the maturity and skills to tackle GCSE examinations effectively and allow the subjects to be taught

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

in more depth than would be possible if students followed a conventional 2-year Key Stage 4 programme.

At Key Stage 4, students follow an academic EBACC based GCSE curriculum which allows a range of high quality options. It is the expectation that at least 50% of the cohort will take the individual GCSE science subjects, with the remainder taking double award science GCSE.

Lessons per subject taught. Each lesson is 50 minutes in duration:

	Core				EBACC		Optional	
Route	English	Maths	Science	PE	MFL	Geography /History	Option 1	Option 2
A	5	5	6	2	3	3	3	3
B	5	5	9	2	3	3	3	-

### **Subjects offered at GCSE**

As part of the core curriculum, all students will study English language and literature, mathematics, core PE as well as the compulsory aspects of RE and PSHCE.

- Route A students will take GCSE Science and Additional Science qualifications (Double Science).
- Route B students will take GCSE Biology, Chemistry and Physics at GCSE (Triple Science).

As part of the full EBACC qualification, all students will be required to take either GCSE geography or history in addition to a modern foreign language (French, German or Spanish). Students taking route A will have the option of taking 2 additional GCSE subjects from the list below, with students taking route B taking 1.

The vast majority of students will study for 9 GCSEs in total, with the most able students being offered the ability to study GCSE Further mathematics as an additional GCSE.

### **Optional Subjects**

Houghton Gate School will offer the following GCSE subjects:

Art
Business Studies
Computing
Drama
D&T Food
D&T Graphics

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

D&T Product Design
D&T Textiles
French
Geography
German
History
Law
Further maths*
Music
Philosophy and Ethics
Photography
Physical Education
Spanish

\* Further maths is available for the most able students and takes place as part of normal maths lessons.

**Subjects Taught at KS5**

The curriculum at Houghton Gate School will replicate and expand on the offer provided by Caroline Chisholm School. It is expected that where student numbers in specialist subjects such as music or MFL will be low, provision will be provided by sharing of teaching across the academy trust.

The table below demonstrates the range of subjects that will be on offer.

<b>Subject</b>
Art & Design
Art (Fine Art)
Biology
Business Studies
Chemistry
Computing
Dance
D&T (Product Design)
D&T (Textiles)
Drama & Theatre Studies
Economics
English Language
English Literature
French
Geography
German
Government & Politics
History

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

Home Economics
ICT
Law
Mathematics
Maths (Further)
Media Studies
Music
Physical Education
Physics
Psychology
Religious Studies
Sociology
Spanish
IFS Cert - Financial Studies

The vast majority of students will study 3 A levels, with the most able having the opportunity of studying 4 subjects. Support for students who have come from families without a history of participation in higher education will be provided to ensure that social background does not become a barrier to progression to higher education.

**Extra-curricular Enrichment**

Houghton Gate School will have an extensive programme of extracurricular enrichment activities for all students. This will focus on performing arts and sport, but will also include arts, crafts and hobbies.

Students in Year 9 onwards will also have the opportunity to study for the Duke of Edinburgh Bronze, Silver and Gold awards as part of the extra-curricular provision provided by the school.

It will be an expectation of the school that all students engage positively with the extra-curricular programme as it is seen as an essential component in a student's successful education.

- **Performing Arts**
  - Drama club
  - Choirs and singing groups
  - Musical Theatre
  - Jazz Band
  - Orchestra
  - Dance club
  - Peripatetic concerts
- **Sports and PE**
  - Athletics

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

- Cricket
- Football
- Hockey
- Rounders
- Rugby
- Table Tennis
- Trampolining

- **Art/Craft/Hobbies.**

Examples will include:

- Ballroom dancing
- Chess Club
- Computer Club
- Community Radio Club
- Textiles – knitting, sewing
- Film Club
- Academic clubs relating to curriculum areas such as science, history etc.
- Houghton Gate School Volunteers

### **Pupil Population**

Caroline Chisholm School lies in the South West Area of Northamptonshire (SWAN) and serves an area that is part of the Northampton conurbation, however, it is not part of the Northampton town urban area. The catchment area is predominantly new build, privately owned housing on the southern edge of Northampton, including the Wootton and Grange Park areas. Due to the popularity of the school, the vast majority of students at KS3 and KS4 live very near to the school. However, the sixth form draws from a much wider area.

Caroline Chisholm School has a very low free school meal figure; it has a moderately sized SEND population due to the designated provision for students with high functioning autism. The average ability range on entry to the secondary phase is significantly above national averages. Students leaving Year 11 in 2015 and 2016 had an average Key Stage 2 points score of 29.1.

Houghton Gate School will serve an area adjacent to the current Caroline Chisholm School catchment area. It will not only draw students from the Northampton town urban area but will also serve a number of nearby villages including Great Houghton. In its early days, it is expected to draw a larger number of students from the Northampton town urban area, but as new build housing areas are built in the near vicinity of the school, students will be expected to be increasingly drawn from these new housing developments.

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

The intake profile of Houghton Gate School is likely to be reflective of the Northampton town urban area adjacent to the proposed site. This area would be expected to have a higher free school meals level than the extremely low levels at Caroline Chisholm School.

Attainment data for surrounding primary schools for Key Stage 2 assessments taken in 2015 are given in the table below. Schools are chosen as closest to the proposed site as well as the nearest secondary provision for rural schools. Rural schools are shaded green.

School	% level 3 or below	% Level 4 or above	% Level 4b or above	% Level 5 or above	Average Point Score
Abington Vale Primary	0%	100%	100%	37%	30.8
Barry Primary School	7%	7%	79%	63%	28.4
Bridgewater Primary School	3%	88%	73%	31%	29.7
Cogenhoe Primary School	4%	77%	54%	19%	27.9
Hackleton CofE Primary	0%	96%	80%	48%	31.1
Hardingstone Academy	3%	83%	72%	31%	29.2
Little Houghton Church of England Primary	9%	82%	73%	18%	28.4
Stimpson Avenue Academy	16%	74%	63%	18%	27.9
Vernon Terrace Primary School	0%	85%	63%	19%	28.6
Weston Favell CofE Primary School	0%	93%	80%	37%	30.4
<b>Average across 10 Schools</b>	<b>4%</b>	<b>79%</b>	<b>74%</b>	<b>32%</b>	<b>29.2</b>
<b>England National Average</b>	<b>6%</b>	<b>80%</b>	<b>69%</b>	<b>24%</b>	<b>28.8</b>

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

This table indicates that Houghton Gate School is likely to draw its intake from students who will enter the school with prior attainment levels above and possibly significantly above national averages. This would make the pupil population from these schools very similar to that of Caroline Chisholm School.

As the school will promote itself as a highly academic school, it will focus on delivering the EBACC subjects in conjunction with a strong sporting and performing arts component. It is important that the school does not “water down” its curriculum or the ambition for its students due to any perceived difference in student’s background or prior attainment.

Students who enter the school below expected levels at the end of Key Stage 2, will be put onto an intensive programme of academic and pastoral support to identify and rectify key areas of weakness as they arrive in Year 7. This will be done by employing a specialist primary trained teacher working across both schools, with the expectation that all students who have the capacity to reach age expected levels have “caught up” with their peers by the end of Year 7.

The two schools will initially share curriculum plans, schemes of work and benefit from shared subject leadership. In its early days, a number of teachers (especially those in “smaller subjects”) will teach across both schools. As Houghton Gate School grows and develops, this model of shared leadership will evolve as the new school develops its own distinct ethos and character. The trust envisions that the two secondary schools will be equal partners in a successful trust where expertise is shared and challenges faced together.

Executive leadership across both schools will ensure that highly effective systems to continuously develop the quality of teaching will be put in place. Systems to monitor the quality of teaching, learning and assessment across all subjects will be in place across the trust. The trust will expand the current in-house CPD provision currently provided to staff at Caroline Chisholm School into a shared programme across both schools.

The quality of teaching and learning will be monitored through lesson observations, learning walks, student interviews and student work trawls. Houghton Gate School will also utilise the trust’s current links with:

- The SWAN Teaching Alliance,
- Northampton Town and County Schools Teaching Alliance,
- Milton Keynes based Enigma Maths Hub.



## 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**

#### **Baseline of Students Attainment**

Houghton Gate School will be a very data focussed school. Student performance will be monitored on a ½ termly basis across all year groups and intervention systems will be in place to ensure that any student underperformance is rectified through classroom based intervention from Year 7 onwards using the “mastery approach” to learning that is currently being developed at Caroline Chisholm School.

Targets will be set for students to perform at least in line with the top quartile of similar schools nationally for both student progress and attainment. The expectation will be that Houghton Gate School will be the highest performing co-educational school in the Northampton town urban area when students complete their first GCSE results in 2023 and will be in the top 10% of schools for student progress in Northamptonshire.

On a similar theme, student attendance and rates for persistent absence will exceed the top quartile of similar schools nationally. Based on current and projected performance data from Caroline Chisholm School, Houghton Gate School will expect to achieve around 70-80% of students obtaining English and Maths at grade 5+, a progress 8 figure in excess of 0.4 and an attainment 8 figure over 6 (corresponding to B+/A-). Attendance will be above significantly National averages and in excess of 96.5%.

Pastoral systems will be robust and provide daily reporting of student rewards and sanctions to parents via the online school reporting system. This will be used to closely monitor students to ensure outstanding behaviour and high aspirations from all. The small, highly effective non-teaching based pastoral team will allow teachers to focus on teaching, whilst pastoral interventions would lead to low exclusion rates and increased student motivation and engagement.

Students entering Year 7 will be baseline assessed using both quantitative Key Stage 2 data, as well as reviewing the detailed skills/knowledge provided from primary

## **D2 – measuring pupil performance effectively and setting challenging targets**

feeder schools. Students entering the school without Key Stage 2 information will be assessed using an external system such as the CAT4 assessment system to baseline their key skills and knowledge.

The vast majority of students joining Year 7 will join the school from within the defined catchment area of the school and from known primaries in the primary cluster area which will have strong links with the school. This partnership will ensure a smooth transition between phases and the elimination of the “Key Stage 3 dip”. This will ensure that all teachers of Year 7 students will have a clear understanding of the prior knowledge and understanding of students at the end of Key Stage 2.

Students entering Year 7 below the expected level of attainment at Key Stage 2 (those who have not obtained the expected level in either Reading, Writing or mathematics), will be given additional support both before and during their first year at Houghton Gate. This additional support will primarily be through small group work. With specific 1:1 tuition used where students are struggling to make the desired levels of progress. At the end of Year 7, it will be the expectation that this group of students have closed the gap on attainment and are working in line with other peers. Further support and intervention will be provided to all students through Key Stage 3 who show any dip in attainment.

Across all subject areas in Key Stage 3, students will undertake a mastery approach to learning. Each unit of work that a student will study will contain “non-negotiable” content. These are the essential key skills and knowledge that the students will require to make adequate progress in the unit. As each unit of work is taught, students will be continually assessed. Students who do not make sufficient progress on the key “non-negotiable” aspects of the curriculum will undertake immediate intervention to bring them up to the correct level as quickly as possible. This approach will ensure that vulnerable students do not fall behind at an early stage and ensure high levels of attainment across each class and a smaller range of outcomes.

Caroline Chisholm School working with the Enigma maths hub in Milton Keynes has recently (Autumn term 2015) undertaken an exchange programme with schools in Shanghai, China to develop an understanding of “Mastery maths approach”. In addition, the school is also developing a mastery maths approach in primary phase in association with the Enigma Hub.

At GCSE and A level, students will be set individual targets for performance based upon the progress made by the top 10% of similar students (measured by prior attainment only). At GCSE, these targets will be generated using Fischer Family Trust data as well as DfE Progress 8 predictors, whilst in the 6<sup>th</sup> form, these targets will be generated using ALPS predictors as well as L3VA predictors.

## **D2 – measuring pupil performance effectively and setting challenging targets**

Student quantitative performance data will be collected termly (around every 5-6 weeks, 6 times a year) at Key Stage 4 and 5, whilst qualitative skills based data will be collected every 2 terms (around every 10-12 weeks, 3 times a year). All data will be used to measure individual student progress and data will be used to ensure that students that are underachieving are given the required support at every level. Quantitative reports will be available to parents via the online reporting system at least every 2 terms, with written reports provided at least every year outlining key skills that have been developed across the curriculum as well as areas for future development. The aim is to fully engage parents in the detail of students' progress to ensure that they can effectively support students' work outside the normal school day and to ensure that students are encouraged by parents to make good progress.

Analysis of student performance will take place across year groups, subjects and teaching groups to identify strengths and weaknesses. Assessments will be generated by subject teams across all of the schools in the trust and as far as possible benchmarking of assessment will take place not only across the trust, but across schools in the local teaching alliance and local secondary school networks.

Leaders and managers will be continuously engaged in improving students' outcomes, with considerable leadership time undertaken to monitor student progress. Where a subject area is identified as weak across the trust, external support will be drafted in to ensure that all subjects perform at a consistently high level.

Student progress across the trust will be monitored consistently across all schools. Areas of strength will be shared and developed across the schools and areas of weakness and development will be tackled using the combined resources of the trust and external partners.

Each school in the trust will have its own set of "Strategic Performance Agreement" which are agreed with the Trust Board and the local governing body of each academy. The "Strategic Performance Agreement" outlines targets and objectives which the trust will hold each academy to account. The performance agreement will outline a range of academic targets (both in terms of student progress and overall attainment) as well as targets for student behaviour, attendance and educational destinations.

The Trust Board will have a dedicated "Standards and Performance" committee whose sole purpose is to rigorously monitor school performance data and challenge any areas of underperformance effectively. The committee will meet on a 2 termly basis (3 times a year) and report directly to the Trust Board. The "Strategic Performance Agreement" will challenge each academy initially to work within the top 25% of schools nationally in terms of student progress, with the expectation that this

**D2 – measuring pupil performance effectively and setting challenging targets**

will eventually rise to the top 10% of schools' performance as the expertise and experience of the school develops.

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

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

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

##### **Introduction**

The proposed staffing structure reflects the expected pupil intake and phased growth plan of the school. It is designed to deliver the curriculum from initial opening to full capacity. As the second school in the CCS MAT, in the initial opening period, Houghton Gate School will heavily utilise teaching expertise and leadership from Caroline Chisholm School.

The key principles of the staffing structure are to:

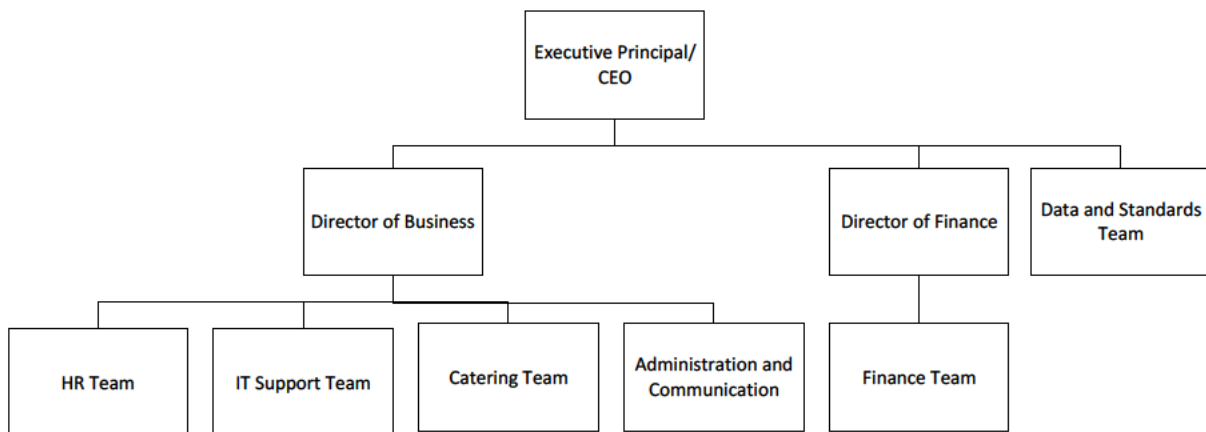
- Provide a sharp focus on student progress and attainment through clear accountability.
- Ensure targeted provision for disadvantaged and SEND students so that any gaps in attainment and progress are rapidly closed and eliminated.
- Mirror the existing highly effective structures at CCS, whilst retaining the ability to share leadership across the trust whilst building and sustaining the internal capacity of Houghton Gate School.
- Share services across the trust to maximise talent and secure financial savings through economies of scale in areas that are common across both schools.
- Provide high quality leadership at all levels, with a culture that continually develops leadership and leaders across the trust.
- Establish leadership support through coaching and mentoring using internal and external expertise.
- Promote the sharing of highly effective practice and staff development through CPD across the trust, in collaboration with local teaching school alliances.
- Develop highly effective middle leadership that is driven to continually evaluate and improve provision.
- Provide effective governance at both the school and trust level to support and challenge leadership in the school.

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

- Provide highly effective and efficient pastoral care through the use of highly skilled non-teaching pastoral leaders with the capacity to support the whole cohort of students.
- Provide an efficient curriculum so that Houghton Gate School can provide the best classroom experience and outcomes for the students at the school.

**Trust Executive Team**

Core support services will be provided at a trust level by the Trust Executive team:

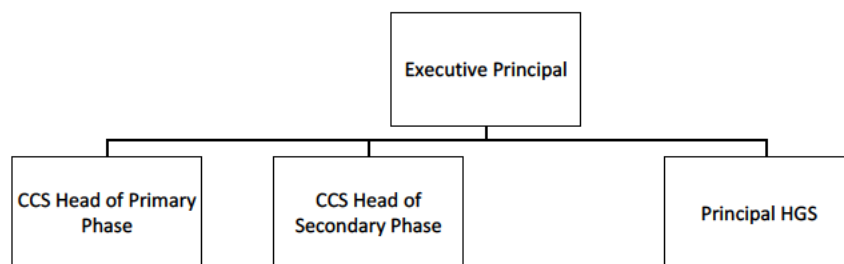


The central executive team will consist of the Executive Principal who will line management responsibility of the Director of Finance and Director of Business.

The majority of team members are currently employed as part of the existing CCS staffing structure, with extra capacity added as the trust expands. This will reduce the overall back office staffing spend allowing more funding to be focussed into the classroom.

**Senior Executive Team**

Line management of the Houghton Gate School Principal, will be through the Executive Principal of the trust. Support and challenge will also be provided through an externally appointed challenge partner through the CCS MAT trust. The Houghton Gate School chair of the local governing body will also have a clearly defined role to support/challenge the Houghton Gate School leadership team and be a strategic member of the CCS MAT trust board.



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

#### **Leadership and Management**

In years 1-3, the leadership of Houghton Gate School will be partially shared with Caroline Chisholm School. As the school will open as a small school, the Principal and Vice Principal of Houghton Gate School will initially undertake a number of roles and responsibilities which will transfer and develop as the school grows. These include SENCO, safeguarding, oversight of teaching and learning and pastoral support.

SEND support will be provided through the use of an existing CCS SEN team member who will transfer full time to the role of Houghton Gate School SENCO at the start of year 2. All members of the senior leadership team will be qualified to deal with safeguarding issues through appropriate DSL training. In the first year the Vice Principal will be the designated lead for safeguarding. This role will transfer to the Assistant Principal Student Development at the start of year 2.

All contracts for staff recruited to the new school will be across the CCS MAT trust and will include provision for an extended day and enrichment activities. As a result of this, there will be a slight uplift in salaries for teaching staff to cater for this enhanced role. Having CCS MAT wide contracts will allow the most efficient deployment of staff across the trust, especially in the initial years of Houghton Gate School, where a full time teaching commitment across all subjects would not be in-line with each teacher's specialist knowledge. The expectation will be that specialist teaching will always be provided from the best source within the trust.

The leadership of the school will be through a small core senior leadership team supported by an extended leadership team. All members of both the senior team and the extended leadership team will be employed on leadership spine positions to give the most flexibility. The use of an extended leadership structure will empower and develop leaders and allow talented and ambitious staff to progress rapidly through the school so that they have the maximum impact in delivering outstanding outcomes.

It is anticipated that the majority of extended leadership team positions will be recruited from high quality leaders currently working in the CCS MAT trust. In areas where prior performance and expertise in the trust has not been demonstrated, the position will be recruited externally. In cases where a leader shows particular aptitude and performance, their role may be extended to cover leadership across the trust. It is important that leaders at Houghton Gate School see their position as equal partners in the trust and the expectation that subject leadership and development will be developed equally across both schools and any other schools that may join or be developed by the trust.

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

The CPD programme will be coordinated at trust level and will ensure that all members of the teaching and support staff are given access to high quality CPD.

#### The Principal

The Principal of Houghton Gate School will be responsible for ensuring that all students achieve outstanding results in line with the Trust Board's aspirational targets. The Principal will be the public face of the school and will work to develop a distinctive ethos for the new school within its local community. The Principal will oversee line-management of members of the Houghton Gate School leadership team and will work with the local governing body. As a member of the trust senior executive team, the Principal will work across the academy trust to ensure the best outcomes for all schools within the trust.

To ensure that the best qualified candidate secures this key position, the role of Principal will be recruited via a national advertisement and recruitment strategy rather than move an existing member of trust staff to fill this post. The Principal designate will be expected to be in post up to 9 months prior to opening (January 2019).

#### Phased Growth

Year of Operation		1	2	3	4	5	6	7
Key Milestone		KS3			KS3 & KS4		KS3, KS4 & KS5	
Academic Year		2019	2020	2021	2022	2023	2024	2025
Year Groups		7	7-8	7-9	7-10	7-11	7-12	7-13
No. on roll		120	360	600	840	1080	1180	1280
Teaching Staff								
Principal	LT	1	1	1	1	1	1	1
Vice Principal Progress and Standards	LT	0.5	1	1	1	1	1	1
Assistant Principal Teaching and Learning	LT		0.5	1	1	1	1	1
Assistant Principal Student Development (SENCO)	LT	0.5	1	1	1	1	1	1
Director Maths and Computer Science	ELT	1	1	1	1	1	1	1
Director English and Drama	ELT	1	1	1	1	1	1	1
Director Science and Technology	ELT	1	1	1	1	1	1	1
Director Humanities and Social Science	ELT	1	1	1	1	1	1	1
Director Modern Foreign Languages and Enrichment	ELT	0.5	1	1	1	1	1	1
Director Physical Education and Creative Arts	ELT	1	1	1	1	1	1	1



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

<b>Physical Education and Creative Arts Team</b>	MPS/TLR	1	2	2.5	3	4	4	6
<b>Math and Computer Science Team</b>	MPS/TLR		3	4	7	9	9	9
<b>English and Drama Team</b>	MPS/TLR		3	4	7	9	9	9
<b>Science and Technology Team</b>	MPS/TLR		3	5	8	10	12	13
<b>Humanities and Social Science Team</b>	MPS/TLR		1	4	7	8	9	10
<b>MFL and Enrichment Team</b>	MPS/TLR		1	3	4	6	7	8
<b>Total Teaching Staff FTE</b>		<b>8.5</b>	<b>22.5</b>	<b>32.5</b>	<b>46</b>	<b>56</b>	<b>60</b>	<b>65</b>
<b>Staff/Student Ratio</b>		<b>14.1</b>	<b>16.0</b>	<b>18.5</b>	<b>18.3</b>	<b>19.3</b>	<b>19.7</b>	<b>19.7</b>
<b>Support Staff</b>								
<b>Learning Support Assistant</b>		3	4	6	7	7	7	7
<b>Technician (Science/Technology)</b>		0.5	1.5	2	3	3	4	4
<b>Pastoral Support</b>		0.5	1	1	2	2	3	3
<b>Reprographics</b>			0.5	0.5	0.5	0.5	0.5	0.5
<b>Admissions*</b>		0.5	0.5	0.5	0.5	0.5	0.5	0.5
<b>Administrative Support*</b>		2	3	4	4	4	4	4
<b>Finance*</b>		0	0.5	0.5	0.5	1	1	1
<b>Examinations*</b>		0	0	0	1	1	1	1
<b>IT Technician*</b>		0.5	1	1	1	2	2	2
<b>Catering*</b>		2	3	4	6	7	8	8
<b>Premises/Site</b>		1	1	1	2	2	2	2
<b>Cleaning</b>		1.5	3	3	4	4	4	5
<b>Total Support Staff</b>		<b>11.5</b>	<b>19</b>	<b>23.5</b>	<b>31.5</b>	<b>34</b>	<b>37</b>	<b>38</b>

Roles highlighted by \* will be central trust roles, with the equivalent FTE given as the expected staffing contribution to Houghton Gate School.

**Sensitivity Analysis**

The staffing structure in the first three years will be heavily reliant on leadership and teaching from Caroline Chisholm School staff. As a very large academy (2000+ students by 2019), there will be some “in-built over capacity” in the teaching staff that can be deployed effectively to Houghton Gate School to staff specialist provision. As a result, in a situation where the number of students recruited in 2019 and 2020 were to fall below expected numbers, it would be likely that the trust will be able to absorb this overcapacity in staffing and redirect the small additional staffing to support other areas in the trust. The cost of such redeployment will be covered by Caroline Chisholm School funds.

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

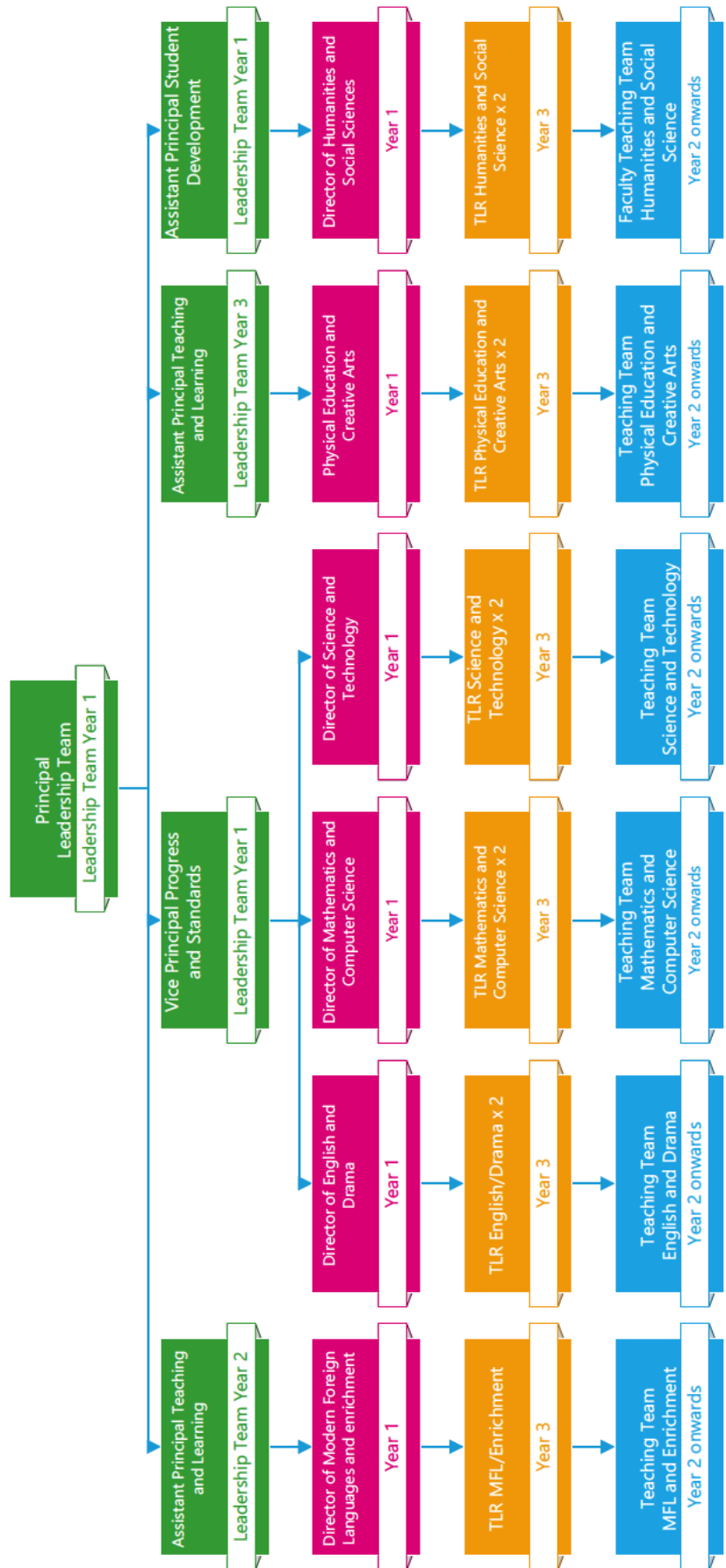
To ensure accurate predictions for student numbers in 2019. It is important that Houghton Gate School opens using the local authority admissions process. Exact student numbers will therefore be known in March 2019, allowing any adjustment to be made to the staffing plan for the opening year.

Student recruitment will be a key risk factor monitored closely by the Trust Board and systems will be in place to ensure that a staffing review would allow a high quality curriculum to be delivered at Houghton Gate School if student projections fall below target. In the unlikely situation where student numbers were significantly lower than expected, and there was significant overstaffing at Houghton Gate School, a restructuring process would occur and surplus staffing would need to be lost as part of this process. It is hoped that through effective student recruitment and effective management of this risk, the likelihood of this occurring would be low.

Caroline Chisholm School is currently working with the newly opened Wootton Park School in Northampton in a similar arrangement. The teaching of Spanish, Music and Design Technology is currently being provided by Caroline Chisholm School staff as Wootton Park School was unable to offer small specialist teaching. The lessons learnt in this arrangement will be invaluable in the opening phase of Houghton Gate School.

As the school develops, an annual task of the Trust Board will be to ensure that the staffing structure of the new school is adapted to reflect student population, changes to curriculum and any proposed changes to student funding formulae. The staffing structure of the school will be expected to evolve as the school grows. Efficient staff deployment will be a risk managed by the LGB and the Trust Board.

# Leadership Structure at full capacity



## **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**

Houghton Gate School will replicate the highly inclusive practice developed by Caroline Chisholm School.

- By being fully comprehensive, the school will welcome students of all abilities whose parents sign up for the aspirational and academic ethos of the school. The school will focus on all abilities and the ethos of the school will ensure that all students are challenged and expected to succeed.
- By having expectations for all, the school will ensure that students ambition to succeed is developed through highly effective classroom teaching. The extensive enrichment programme, a dedicated wellbeing and resilience programme in Year 7 are designed to develop student emotional resilience, organisation, independence, communication and leadership skills.
- By being non-denominational, the school will be welcome to students of all faiths and backgrounds as well as from families with no religion. Religious tolerance and diversity will be continually celebrated and will be a key core belief of the school. Religious education will be delivered predominantly through the extensive RE and humanities programme at Key Stage 3 and Key Stage 4 and will be compulsory for all students within the school. In addition, the rich PSHCE programme provided across the school through dedicated curriculum time and weekly assemblies will include speakers from a wide and diverse background and every opportunity will be used to expose students to all aspects of cultures, beliefs and backgrounds from within the UK and beyond.
- The school will work to achieve the Inclusion Quality Mark (IQM) within the first three years of opening.
- By being inclusive to students with additional Special Educational needs and disabilities, Houghton Gate School will work to ensure that students with identified special educational needs are supported and challenged to achieve the “Best that they can be” through intensive small group, 1:1 intervention and high quality classroom support. All teachers will receive training to ensure that work provided to all students is suitably differentiated, yet challenging. The

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

school will have extremely strong links with the Caroline Chisholm School special designated unit for students with high functioning autism which has been judged an outstanding provision by the local authority for the last 4 years.

- Students who start secondary education with any form of disadvantage or low prior attainment will receive intensive support to rapidly close any gaps in attainment and focus and significantly increase students' aspirations and eventual outcomes. This will predominantly be through 1:1 tuition and small group work and focussed pastoral and curriculum interventions.
- By developing the comprehensive "Values based Education" programme currently being delivered at Caroline Chisholm School. This will be extensively based around the "Teaching Character Through Subjects" initiative from the Jubilee Centre for Character and Virtues based at the University of Birmingham. Character education will be developed across subject areas as well as through the PSHCE programme, assembly programme and through the general ethos of the school. The key virtues will be taught across the curriculum and form a basis for the ethos of success developed in all of our students:
  - Moral Virtues – tolerance, respect, honesty, integrity, dignity.
  - Intellectual virtues – curiosity, conscientiousness, focus.
  - Civic virtues – neighbourliness, community spirit.
  - Performance virtues – perseverance, resilience and grit, motivation and ambition, drive, confidence and optimism.
- The school will focus on developing the core British Values not covered under our character education and wellbeing programmes:
  - Democracy and the rule of law – at Key Stage 3 the theme of democracy will be taught as part of the PSHCE curriculum. An active student council formed via student elections will provide students with experience of developing ideas, debates and developing political awareness. At Key Stage 4 in addition to the PSHCE curriculum, students have the ability to study GCSE Law. At Key Stage 5 students have the ability to study both A Level Law as well as Government and Politics.
  - Liberty – Students will be actively encouraged to make choices based upon evidence and objective information, knowing that they work in a

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

safe environment where their views, values, beliefs and aspirations are nurtured and respected.

- The school will adhere to the Prevent Duty and ensure that all staff are extensively trained to respond to any indicators of radical behaviour within the school community and student body.
- The school will be fully compliant with the most recent SEND code of practice.
- Safeguarding will be at the heart of the school.
  - All members of the senior leadership team will be expected to undertake the full training as designated leader for safeguarding.
  - A large, suitably trained safeguarding team will ensure that all issues with safeguarding are acted on effectively. All staff will receive regular and up to date training in safeguarding best practice and procedures.
  - All members of the senior leadership team, as well as key members of the academy trust responsible for recruitment, will receive regular training in safer recruitment.
  - Recruitment of staff will be robust and effective. Teaching staff will consist of highly trained teachers and the expectation will be that all teachers will be suitably qualified to teach through QTS.
  - Students will receive regular and up to date training on how to stay healthy and stay safe both in the “real” and “virtual” worlds. In particular, the school will develop e-safety policies and practices that will ensure that students develop effective strategies to keep themselves safe in the modern world. Much of this will be delivered through the PSHCE programme but will also be delivered across the curriculum.

## 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

##### Demographic information and demand for a new 8 Form Entry Secondary School

###### 1 Introduction

As of 2015, Northampton town had a population of 219,495 people, expected to increase to 235,300 (a 7.2% net increase) by 2020. The increasing population, combined with high rates of in-migration (leading to even higher rates of in-year moves into Northampton primary and secondary schools), has meant that the town has experienced significant, sustained growth in the primary phase from 2008 onwards. Mirroring national trends<sup>1</sup>, not only is growth in the primary phase forecast to continue throughout the latter part of the decade, but growth in the secondary phase is also forecast to increase sharply from 2015/16 through to 2024/25. The rate of growth in Northampton's primary *and* secondary cohorts is forecast to be well above the national average.

###### 1.1 Northampton: the school place planning context

For school place planning purposes, Northampton is defined as a solely urban area ('Northampton Town'), with no linked areas<sup>2</sup>. As at July 2016, mainstream school

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<sup>1</sup> DfE (2016) *National Pupil Projections (SFR25/2016)*, Source: <https://www.gov.uk/government/statistics/national-pupil-projections-july-2016>

<sup>2</sup> Although there are no formally linked areas, NCC's primary projections *do* use defined linked areas for pupil number forecasting. All of the schools shown in Table 1 are divided into six groups of schools: Abbeyfield, Duston, Kingsthorpe, Northampton Central, Northampton East, the Northampton Catholic Schools groups, and Weston Favell.

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

provision in the Northampton area encompasses 51 primary schools, eight secondary schools and 1 all-through school. Further schools, with additional secondary capacity, are expected to open in September 2016 (see section 1.3, below).

### 1.2 Northampton secondary provision: overview

Table 1 (below) gives an overview of all secondary provision currently in Northampton, comprising key school information, available capacity, take-up and levels of surplus capacity.

DfE	School name	Published Admission Number (PAN)	School type	Capacity (sum of PANS, NCY7 to NCY11)*	Number on Roll (NCY7 – NCY11)**	Surplus places	S
4007	Abbeyfield School	240	Academy	1200	1133	67	
4066	The Duston School	240	All-through, academy	1200	1184	16	
4071	Kingsthorpe College	240	Academy	1200	1090	110	
6910	Malcolm Arnold Academy	240	Academy	1200	1166	34	
6905	Northampton Academy, The	240	Academy	1200	1156	44	
5404	Northampton School for Boys	210	Academy	1050	1094	-44	
4076	Northampton School for Girls	270	Academy	1350	1378	-28	
4703	Thomas Becket Catholic School	180	VA	900	591	309	
4000	Weston Favell Academy	270	Academy	1350	1201	149	
<b>TOTALS</b>		<b>2130</b>		<b>10650</b>	<b>9993</b>	<b>657</b>	

**Table 1:** Secondary provision in Northampton, July 2016.

**Notes:** \* = Capacity is measured by all PANs in each NCY. \*\*Number on Roll data is from School Admissions pupil allocation data (RUMP data), July 2016. \*\*\*Highlighted cells indicate schools where the level of surplus capacity is below the DfE recommended minimum threshold (5%).

Currently, with a town-wide level of surplus capacity at just over 6%, capacity in Northampton's secondary phase is at the bottom-end of the DfE's recommended range of surplus capacity (jointly issued DfE/NAO guidance (2013)<sup>3</sup> stresses that 5 – 10% of area capacity should be retained as surplus to ensure organisational flexibility and accommodate in-year movement). Of the nine schools in Northampton, two are heavily oversubscribed, three have low levels of surplus capacity (well beneath DfE recommended levels), two schools have viable levels of surplus capacity (within the DfE recommended 5 -10% level)

<sup>3</sup> Cf. National Audit Office (2013) *Capital Funding for New School Places*, TSO: London.



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

and only two schools offer a level of surplus capacity above the minimum recommended range.

### 1.3 Demographic change in Northampton, 2006-2016 and rising demand for primary school places

As shown above in Table 1, surplus capacity across all 9 Northampton secondary schools is limited and geographically constrained: across all schools there are currently just 510 surplus places.

The diminishing capacity in Northampton area secondary schools is due to three inter-linked factors which have historically stimulated demand for primary school places in Northampton and created a correspondingly low, and still diminishing, level of surplus capacity. The contributory factors behind the increase in pupil numbers in Northampton (and increasingly, across the rest of the county) are:

1. A rising birth-rate
2. Increasing in-migration to the town
3. Large amounts of housing development.

These three factors have led to a rapid increase in take-up of places in Northampton primary schools from 2007 onwards, and in secondary provision from 2014 onwards. Between 2007 and 2016, the primary cohort increased in size by more than 28%, with an additional 3,980 pupils on roll. Over time, these larger primary cohorts have been filtering through to the secondary phase, and continue to swell due to the factors outlined above.

### 1.4 September 2016 NCY7 allocations

September 2016 allocations for Northampton secondary schools points to further reductions in the level of surplus capacity across NCY7 classes, as Table 2 (below) shows:

DfE	School name	PAN (2016)	09/2016 NCY7 allocations	Surplus places	surplus as % of capacity
4007	Abbeyfield School	240	239	1	0.42%
4066	The Duston School (secondary phase)	240	244	-4	-1.67%
4071	Kingsthorpe College	240	266	-26	-10.83%
6910	Malcolm Arnold Academy	240	234	6	2.50%
6905	Northampton Academy, The	240	243	-3	-1.25%
5404	Northampton School for Boys	210	219	-9	-4.29%
4076	Northampton School for Girls	270	292	-22	-8.15%
4703	Thomas Becket Catholic School	180	117	63	35.00%
4000	Weston Favell Academy	270	228	42	15.56%
<b>TOTALS</b>		<b>2130</b>	<b>2082</b>	<b>48</b>	<b>2.25%</b>

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

**Table 2:** September 2016 secondary allocations data for all NCY7 classes – all places, provisional and allocated. Highlighted cells indicate schools currently oversubscribed or with no spare places. Allocation data for Wootton Hall Park and Northampton International Academy TBC.

As of July 18<sup>th</sup>, 7 of the 9 secondary schools are either at capacity or heavily oversubscribed, and all are well below the minimum 5% recommended level of surplus capacity. Capacity in September 2016 is restricted to NCY7 classes at Thomas Becket and Weston Favell Academy, and across all schools in the area, surplus capacity is just 2.25%. With a large number of in-year allocations still to be processed, and further reconsiderations, these surplus places are likely to diminish throughout July and August, even with the additional capacity at the new secondary provision.

This secondary provision consists of two new schools due to open in Northampton in September 2016: Northampton International Academy (a 6 fe<sup>4</sup> 180 PAN Free School) and Wootton Park School (a 4 fe, 120 PAN Free School). These two schools will add 300 places to accommodate the incoming NCY7 cohort in 2016/17 and 420 pupils thereafter, equivalent to an additional 14 forms of entry per year group, but even with this additional capacity, existing projections indicate that all Northampton secondary schools will be full, and that there will be a net deficit of places within the town from September 2018 onwards.

### **2. Projected/forecast growth in the secondary phase, 2015/16 to 2024/25**

Table 3 (below) provides an overview of NCC's most recent projections for all Northampton secondary provision.

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<sup>4</sup> Northampton International Academy is opening with a PAN of 180, but this will rise to 300 pupils (10 fe) in future.

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

School year	Area PAN (all schools combined)	NCY7 to NCY13							NOR (NCY7 to NCY11)	NOR (NCY12+)	All on roll, NCY7 to NCY13
		11+	12+	13+	14+	15+	16+	17+			
2015/16	2130	2054	2016	1946	1995	1903	988	891	9914	1884	11798
2016/17	2550	2263	2058	2024	1935	1985	1260	765	10265	2027	12292
2017/18	2550	2368	2267	2066	2013	1925	1122	946	10639	2070	12709
2018/19	2550	2460	2372	2275	2055	2003	1109	816	11165	1927	13092
2019/20	2550	2664	2464	2380	2264	2045	1152	803	11817	1957	13774
2020/21	2550	2698	2668	2472	2369	2254	1176	832	12461	2010	14471
2021/22	2550	2763	2702	2676	2461	2359	1196	847	12961	2045	15006
2022/23	2550	2752	2767	2710	2665	2451	1204	864	13345	2070	15415
2023/24	2550	2728	2756	2775	2699	2655	1194	869	13613	2065	15678
2024/25	2550	2655	2732	2764	2764	2689	1295	859	13604	2156	15760

**Table 3: Secondary projections (Northampton). Notes: (1).** Highlighted cells indicate year groups where the number of pupils on roll exceeds available capacity.

Projections point to a rapidly growing secondary cohort from 2015/16 onwards. By 2024/25, the secondary cohort on roll in NCY7 to NCY11 (young people aged 11 – 16) is forecast to have grown by 3,690 pupils (a 37% increase in the size of the cohort). Sixth form numbers are also forecast to grow over this period, with an additional 272 pupils on roll by 2024/25 (a 14% increase).

Recent DfE statistics<sup>5</sup> indicate that levels of projected growth in Northampton’s secondary phase are also well above national levels of growth from 2015/16 to 2024/25. Nationally, over this period, the NCY7 to NCY11 cohort is expected to grow by 21%, whilst in Northampton, it is expected to grow by 37%.

It is also likely that projections will significantly *understate* the level of growth. There are two significant factors that have historically combined to make pupil numbers substantially higher than those forecast/projected (Table 3):

1. **Projections do not factor in pupil yield from new or forthcoming developments** - any surplus capacity in Northampton will be compromised by extensive construction (smaller developments feeding into schools across the borough) and large-scale residential developments. Section 3 (below) details just how much development and growth may impact on Northampton schools.

<sup>5</sup> DfE (2016) SFR25/2016 National Pupil Projections, July 2016. Source: <https://www.gov.uk/government/statistics/national-pupil-projections-july-2016>

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

2. **Projections do not factor in in-year movement** – of all districts and boroughs in the county, Northampton experiences the highest level of in-year movement, further eroding existing capacity in the borough.

These two variables will add significant currently unknown pupil numbers to the primary projections shown above in Table 4.

**3. Housing development in Northampton and expected pupil yields**

Table 4 (below) details all planning applications relevant to the Northampton area, their current status and the expected secondary pupil yield from each development.

Development	Date	Dwellings	Application Status	Expected Primary Pupil Yield
113-115 Kettering Road, Northampton	Dec-11	10	APPROVED	2
55 Berry Lane, Wootton	Feb-12	14	APPROVED	2.8
Balmoral Road (2), Northampton	Jun-16	45		9
Balmoral Road, Kingsthorpe, Northampton	Jul-14	25	APPROVED	5
Balmoral Road, Northampton	Feb-14	14	APPROVED	2.8
Barker Building, Countess Road, Northampton	Oct-15	47		9.4
Bective Road, Northampton	Oct-11	155	Not yet decided 23.04.15	31
Bridge Street, Weedon	Apr-11	38	APPROVED	7.6
Brookfield Road, Northampton	Dec-13	19	APPROVED	3.8
Buckton Fields Development	Oct-11	1050	Not yet decided 23.04.15	210
Boughton (resubmission)				0
Buckton Fields East, Boughton	Oct-11	376	APPROVED	75.2
Collingtree (N'pton South SUE), N' pton	Oct-13	1000	Pending appeal	200
Dallington Grange SUE, Kingsthorpe, N'pton	Apr-15	3000	Not yet decided 23.04.15	600
Development off Becketts Park	Dec-10	22	PRE-APP	4.4
Double Four Pub, Ringway, Northampton	Aug-10	13	APPROVED	2.6
Dunster Street, Northampton	Dec-10	11	APPROVED	2.2
Ecton Brook Playing Fields, Great Billing Way, N'pton	Jan-16	66		13.2
Former Chronicle and Echo Site, Upper Mounts	May-15	22		4.4
Former Green Oaks Primary School, Bective Road	May-14	170	APPROVED	34
Former Kingsthorpe Middle School, Northfield Way (2)	Jun-15	195		39
Former Lings Upper School, Billing Brook Road, Northampton	Jan-15	60	APPROVED	12
Former Pearce Leather Works, Wellingborough Road, N'pton	Sep-12	17	APPROVED	3.4
Former St James CofE, Greenwood Road	Jun-11	14	APPROVED	2.8
N'pton				0
Former St Mary's Middle School, Grange Road, N'pton	Oct-15	81		16.2

<b>E1 – provide valid evidence that there is a need for this school in the area</b>				
Former Westonia Garage,	Mar-12	50	<b>APPROVED</b>	10
Wellingborough Road, N'ton				0
Grafton Street (2), Northampton	Nov-14	38	<b>APPROVED</b>	7.6
Grove Road, Northampton	Apr-12	10	<b>APPROVED</b>	2
Harlestone Road, Northamptonshire	Jan-13	200	<b>APPROVED</b>	40
Lancaster Way, Northampton	Feb-16	142		28.4
Land adj. Sixfields Stadium, Northampton	Sep-14	225	<b>APPROVED</b>	45
Land between Booth Rise & Talavera Way, N'pton (2)	Dec-14	35	<b>APPROVED</b>	7
Land off Berry Lane, Wootton, Northampton	Sep-10	30	<b>PRE-APP</b>	6
Lorne Road, Northampton	Mar-13	11	<b>APPROVED</b>	2.2
Millway Primary School, Northampton	Mar-11	49	<b>APPROVED</b>	9.8
Nicholls House, Bern Side, Northampton	Jun-10	35	<b>APPROVED</b>	7
Northampton North SUE (Overstone Leys)	Dec-13	2000	<b>APPROVED</b>	400
Northampton Post Office 20-22 St Giles Street	Feb-13	12	<b>APPROVED</b>	2.4
Old Towcester Road, Northampton (2)	Mar-14	45	<b>APPROVED</b>	9
Raeburn Road, Northampton	Jul-14	38	<b>APPROVED</b>	7.6
Regent Street, Northampton	Mar-13	14	<b>APPROVED</b>	2.8
Robinson House, Burrows Court, Northampton	Nov-11	17	<b>APPROVED</b>	3.4
Sites F & G, Weedon Road	Mar-14	109	<b>APPROVED</b>	21.8
South Meadow Road, Northampton	Apr-10	80	<b>APPROVED</b>	16
Spencer Street, Northampton	Jun-14	25	<b>APPROVAL</b>	5
St Andrews Road, Northampton	Sep-10	24	<b>APPROVED</b>	4.8
St Crispins Hospital, Northampton	May-16	235		47
St Lucia Hostel, Cliftonville, Northampton	Aug-12	14	<b>APPROVED</b>	2.8
St Michaels Road (2), Northampton	Aug-13	14	<b>APPROVED</b>	2.8
Studland Road, Northampton	Nov-14	51	<b>APPROVED</b>	10.2
The Morris Man, Witham Way, Northampton 2	Feb-13	15	<b>APPROVED</b>	3
Thenfold Street, Northampton	Jan-13	13	<b>APPROVED</b>	2.6
Tonmead Road, Lumbertubs	Apr-12	11	<b>APPROVED</b>	2.2
University of Northampton Park Campus	May-14	800	<b>APPROVED</b>	160
University of Northampton redevelopment, Kingsthorpe	May-13	530	<b>PRE-APP</b>	106
Upton Park, off Weedon Road, Northampton	Oct-11	1000	<b>APPROVED</b>	200
Upton Valley Way East, Northampton (2)	Aug-15	35		7
Victoria Business Park, St James Park Road	Jul-15	44		8.8
W Grose Ltd, Kingsthorpe Road, Northampton	Jul-14	56	<b>APPROVED</b>	11.2
Water Tower, Boughton Green Road, N'ton	Jan-11	40	<b>APPROVED</b>	8
Waterside, Bedford Road, Northampton	Jun-12	100	<b>APPROVED</b>	20
Weedon Road (2), Northampton	Aug-13	60	<b>Not yet decided 23.04.15</b>	12
Wellingborough Road, Northampton	Mar-10	126	<b>APPROVED</b>	25.2
Wellingborough Road, Northampton	May-12	12	<b>APPROVED</b>	2.4
<b>Totals</b>		<b>12,927</b>		<b>2,561</b>

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

**Table 4:** New developments in Northampton/Wider Northampton areas, and pupil yield from each.

Table 4 shows some 68 new developments (some pending approval) likely to affect secondary provision across Northampton, encompassing a number of large scale Sustainable Urban Extensions (SUEs) as well as smaller developments. Potentially, this level of development will generate over 14,300 new dwellings with a secondary pupil yield of 2,561. As mentioned, none of these developments can be factored into existing secondary projections.

### **4 Conclusion and identified new secondary provision to meet demand**

Despite the addition of 420 new Year 7 places, and extra capacity in the secondary phase for September 2016, current surplus places in Northampton's secondary provision are extremely limited and forecast to diminish further. The majority of schools are either at capacity or heavily oversubscribed (both in NCY7 and in all other year groups), and a similar situation is already evident for the new NCY7 cohort in September 2016.

The level of surplus capacity for secondary provision across the borough is just 6.2%, and this is forecast to further diminish. For NCY7 classes in September 2016, levels of surplus capacity are considerably lower, and, at 2.25% for September 2016, less than half the DfE recommended threshold. By September 2019, it is anticipated that there will be a shortfall of 120 NCY7 places, and 150 places the following year. Additionally, the rate of pupil growth is likely to be significantly higher than projections indicate, due to unprecedented levels of development in, and around, Northampton and high levels of in-migration to the town.

This level of growth is not speculative: the children who will need secondary places are already on roll at Northampton town primary provisions, and much of the development logged above has already commenced. Moreover, the need for an additional secondary school is not linked to any individual housing development, it is to meet the existing demand already present within the area.

To meet these levels of demand, there is a need for an 8 form entry, 1600 capacity (including provision for sixth form) secondary school. [REDACTED]

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

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

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

- use the space provided below;

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

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

Due to restricted timelines involved in this application, the trust is in the early stages of engaging with parents and the local community.

### **Proposed Engagement Activities:**

- Development of an effective marketing and communications plan.
  - Identify key features of Houghton Gate School
    - What makes it unique?
    - Why is it needed?
    - When will it open?
    - Where will it be?
  - Identify the key obstacles to opening
    - Discussion with Principals and Chairs of Governors/trust of the two recently opened Free Schools in Northampton (Wootton Park School and Northampton International Academy, to establish key lessons learnt.
    - Utilise expert advice on marketing to maximise on potential students and families.
- **Autumn Term 2016**
  - Produce an information booklet giving prospective parents, students and local residents information about the proposed new secondary school at Houghton Gate.
  - Plan a series of engagement events with current local primary schools focussing on schools that will potentially send a significant number of students to Houghton Gate School.
    - Initial visit to each primary school by the Principal or Chair of Governors of Caroline Chisholm School to introduce the idea of Houghton Gate School.
    - Plan individualised marketing approach for each primary school due to distance from proposed site. Focus on parents in current Year 4 and below.
    - Presentation evening for prospective parents at primary feeder schools where there is a significant interest, followed by regular news emails to parents that have signed up for further information.
  - Establish a focus group of interested parents who are keen to send their children to the new Free School. Use this group to help refine the educational vision for the school and to identify potential future directors and/or governors.

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

- Instigate positive discussion with current secondary Headteacher/Principals for schools which may suffer a negative impact from the opening of Houghton Gate School. The aim is to negate any negative impact of the opening of Houghton Gate School on local good and outstanding provision.
- **Immediately after approval of application**
  - Press release to local press outlining the vision of the new school and its benefits to the local community.
  - Work with Northamptonshire local authority/LGSS on the proposed design for school buildings on the site. Discuss any possible challenges and delays. Work to ensure that the buildings are able to deliver the trusts vision for the new school.
  - Engagement with local housing developers/estate agents responsible for building in the catchment of Houghton Gate School. Ensure that developers/estate agents are marketing an outstanding educational experience at Houghton Gate School.
  - Regular public meeting with local residents. Discussion opportunity to gain detailed plans about the school and to present ideas and influence the educational vision for the school.
  - Engagement with high profile local businesses with employees who are likely to send their children to Houghton Gate School.
    - Engagement activities through Northampton Chamber of Commerce.
    - Engagement with large local employers such as Barclaycard, Brackmills Industrial Estate.
- **Spring 2018**
  - Production of high quality visuals and marketing materials for the proposed final site and educational vision for the school.
  - Creation of Houghton Gate School website.
  - Information in local press around the creation of a new free school. Engage local primary heads with the local media, promoting the opening of the new school.
  - Engage local sports clubs and charities who may be interested in hiring facilities and/or contributing to the enrichment programme.
  - Visit to local primary schools
    - Discussion with Year 5 parents and introduction of the new school to Year 5 students via assemblies.
    - Presentation to Houghton Gate School prospective parents at Caroline Chisholm School outlining the new school and the clear links between the schools in the trust.
- **Autumn 2019**



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

- Production of Houghton Gate Prospectus, including computer simulation and walk-through of new buildings and facilities.
- Prominent advertisements in local press and online.
- Additional engagement events at local primary schools continue.
- Houghton Gate School Open Evening held at Caroline Chisholm School, utilising Principal Designate/Executive Principal and Caroline Chisholm subject staff.
- Promotion of Houghton Gate School at Caroline Chisholm School Open Evening.
- Regular information to registered parties on the development of the new school and the appointment of staff.
- **Spring 2019**
  - Identification of parents who have successfully obtained a place at Houghton Gate School.
  - Regular information on the progress of the site and the developing recruitment of teaching staff regularly fed to parents.
  - Range of fun engagement activities organised by Houghton Gate School Principal using Caroline Chisholm School site and facilities.
  - Year 7 induction day held at Caroline Chisholm School using Houghton Gate School staff who will be transferring to the new school.
- **September 2019**
  - Opening of the school heavily marketed in local press
  - Creation of new marketing material based on new site.
  - Newsletter for parents established with regular good news stories.
  - Continued engagement with primary feeders and preparation for 1<sup>st</sup> in-school open day.
  - Parent and student questionnaire on the first week of term – good news messages shared with local media.
  - Production of monthly newsletter to parents outlining successes of the newly opened school. Continual “drip feed” of good news stories to parents over the first year of the school.

## 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.

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

## F1 (a) Skills and experience of your team

### Core Group

The core group consists of key members of the current Caroline Chisholm School Trust as well as the [REDACTED].

[REDACTED]

The results from a skills audit of the core trust members is given below:

	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Experience of School Governance	1	1	1	1
Strategic planning	1	1	1	1
Self-evaluation and impact assessment	1	2	1	1
Data analysis	2	2	2	1
Experience of staff recruitment and performance management	1	1	1	1
Community relations	1	1	1	2
Chairing	1	1	1	1
Leadership	1	1	1	1
Coaching and mentoring	2	1	1	1
Media and Communication	2	2	2	2
Risk Assessment	1	2	1	1
Finance (highest rating with finance qualification)	1	2	1	2
Human resources	1	2	1	2
Legal knowledge	1	3	1	1
Knowledge of quality teach first	3	3	3	3
Health and safety	2	2	1	3
Safeguarding	1	1	1	3
Knowledge of local community	1	1	1	1
Parents perspective	1	1	1	1

(Green represents relevant experience, orange some experience and red limited experience.)

The core group members provide a high performing team of professionals each with extensive experience and track record in their own designated areas. In particular, the core group has extensive commercial expertise in:

- Finance and financial control.
- Human resources
- Risk management

## **F1 (a) Skills and experience of your team**

The core group will meet regularly to coordinate the project. The core group will be supplemented and guided by additional directors and advisors with specific expertise as and when required. The core group will report directly to the Trust Board.

The Trust Board fully recognise that trustees/members have no experience in opening a free school and will rely on expert advice from suitably appointed external educational advisors. The Trust Board recognises that an experienced project management team will be required to project manage and oversee the pre-opening stage of Houghton Gate School. This work will be overseen by the core group.

Non-executive members of the Trust core team will be able to provide up to 4 hours each per week in the pre-opening stage to ensure effective governance and oversight of the project.

### **Pre-opening Executive Team**

The pre-opening executive team will consist of the [REDACTED]  
[REDACTED]  
[REDACTED]

The pre-opening executive team will focus on the educational and financial planning of the new school. The pre-opening executive team will work closely under the direction of the core group. A member of the Caroline Chisholm School leadership team will assist in developing the educational vision for the academy until the Principal Designate is in post. This member of staff is expected to transfer to a senior position on the Houghton Gate School leadership team on the opening of the new school.

When the Principal Designate is able to take up their position, they will lead and oversee the final aspects of the pre-opening stage and opening stages of the new school including the recruitment and deployment of staff.

### **Experience of Executive Principal**

[REDACTED]  
[REDACTED]

- [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**F1 (a) Skills and experience of your team**

[Redacted text block]

- [Redacted list item]

- [Redacted list item]



## 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.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Media and communications	Pre-opening team, trustees, local governing body.	The school has approached a current parent to consider joining the Trust Board with significant media experience.  Employ a marketing company to formalise the marketing strategy for Houghton Gate School who will work with the pre-opening team to ensure effective community engagement.
Project management	Pre-opening team	Employ a project management team to project manage the pre-opening and opening phases working alongside the pre-opening team.

[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**

#### **Governance Overview**

The current Caroline Chisholm School single academy trust will be re-established as a multi-academy trust to include Houghton Gate School as the second school to join the CCS MAT trust.

As the multi-academy trust will begin as a very small trust, there will be a simple and clear relationship between the various tiers of governance, oversight and leadership.

The staffing structure in section D3 outlines the role of the Executive Principal in their role in managing the “back office” aspects of the trust as well as direct line management of the Houghton Gate School Principal. The Executive Principal will work in collaboration with the Senior Executive team and the Trust Executive Team to ensure that Houghton Gate School is a successful and innovative school.

#### **Members of the Trust**

The members are the individuals appointed to hold the property of the charity of the trust.

Most of the powers and responsibilities of the members are delegated to the Trust Board. The members appoint (and can remove and replace) the majority of directors (members appoint up to 5 directors, whilst the Executive Principal acts as an ex-officio director and CEO of the trust).

The members must approve the trusts annual accounts. In the initial stages of the formation of the multi-academy trust, there will be some overlap between the members and directors, however, to ensure good governance this will be kept to an absolute minimum. As a result, the majority of members will not be directors and the majority of directors shall not be members.

The members consist of:

- Chair of the Trust 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**

- 3 additional members, of which only 1 can be a director. The additional members will be appointed with relevant skills and experience to the development and smooth operation of the trust.
- The members meet at least annually, following the annual directors meeting in December to approve the annual accounts. Additional meetings may be convened to appoint or reappoint directors.

In its initial formation, the members of the trust will consist of 3 members of the Trust Board. [REDACTED]

[REDACTED]. On conversion to a new multi academy trust model the initial role of the founder members is the recruitment of an additional 3 new members. At this stage the initial Trust Board members, except the Chair of the Trust, will step down as members, leaving the Chair of the Trust Board as the only overlap between the two layers of governance.

### **Directors**

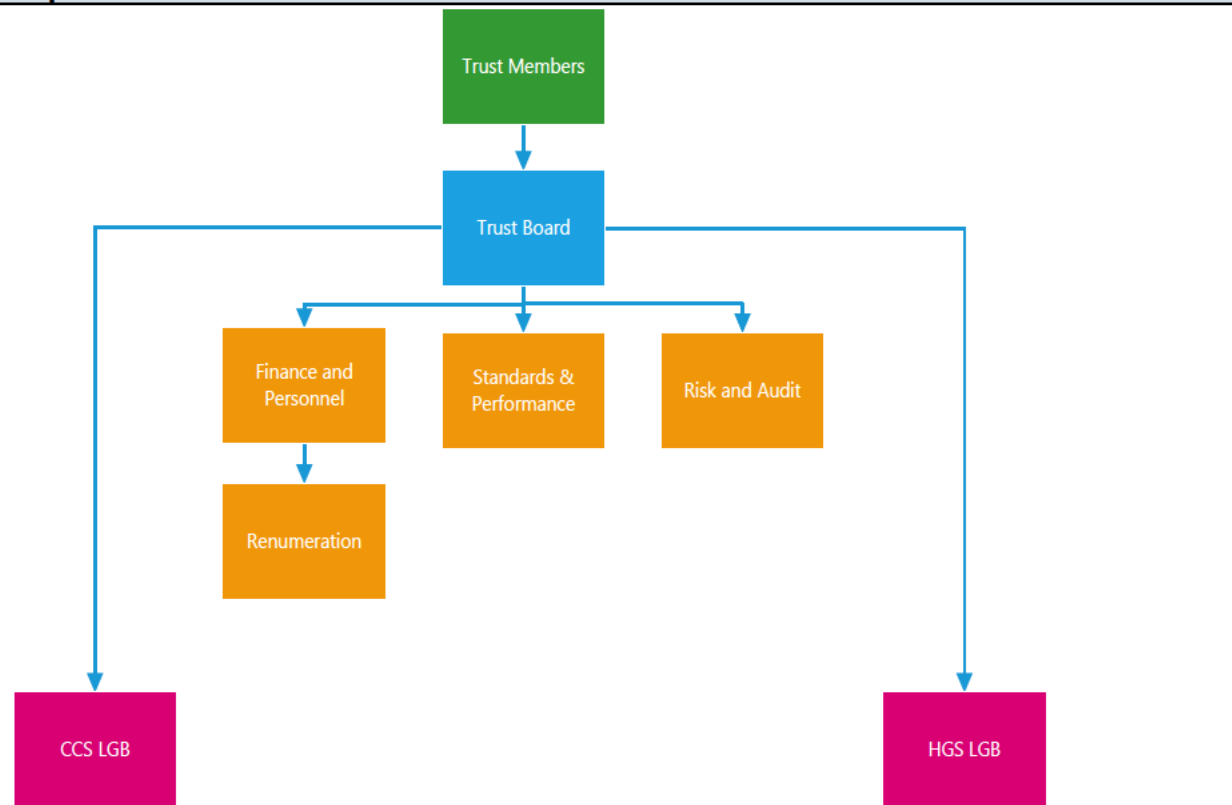
The directors form the board of governors of the trust and will be referred to as the “Trust Board” to prevent confusion. Directors oversee the operation of the trust on behalf of the members of the trust. The directors will execute all of the responsibilities and powers of the trust, although they may delegate responsibilities and powers to committees which include the local governing bodies of each school.

Directors will be appointed to uphold the values and vision of the trust and provide the skills and experience the Trust Board needs to fulfil its legal responsibilities. The Trust Board will be kept as small as possible to enable effective decision making and to effectively identify priorities for the trust. The Trust Board will rigorously hold to account both the Executive Principal and the local governing bodies for the performance of each academy. The Trust Board will consist of the:

- Chair of the Trust Board
- The Executive Principal as ex-officio member and CEO of the board
- The Chair of the Finance and Personnel Committee
- The Chair of the Standards and Performance Committee
- The Chair of the Risk and Audit committee
- The Chair of each of the local governing bodies of the academies.

In its initial 2 academy structure, the size of the Trust Board will be 7 directors. This will increase as the number of schools in the trust develops.

**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 Trust Board will oversee:

- Financial performance and value for money for the trust through the **Finance and Personnel Committee**. Members of this committee will also oversee executive remuneration of the Executive Principal and the Houghton Gate School Principal.
- The educational performance of each of the schools through the **Standards and Performance Committee**.
- Risk management and audit function across the trust through the **Risk and Audit Committee**. The role of this committee is to advise the Trust Board on matters of financial control, including to review risks to financial controls and agree a programme of work that will address these risks, inform the governance statement and provide assurance to external auditors.

The Trust Board will focus on:

- Running the “business” of the trust as a whole.
- Maintaining high level monitoring of the educational and financial performance of each academy in the trust.
- Maintain the procedures to intervene in an academy when required, and taking prompt and robust decisions on actions and the level of intervention required.
- Directly oversee any aspect of each academy that has not been delegated to each individual academy local governing body.

## **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**

- Directly oversee trust wide and shared functions, services and contracts.

The Trust Board has a scheduled annual cycle of meetings which will require it to meet at least 3 times a year:

- September – Annual School Performance report.
- December – Audit Committee Report, Trust Accounts.
- June – Annual meeting to future direction/strategy and intervention policy for the coming year.

### **The Local Governing Body**

The local governing body (LGB) of each academy will act as a committee to the Trust Board and will be chaired by a Trust director. The members of the LGB will be referred to as governors, although members of an LGB (except the Chair and the Executive Principal) are not normally Trust directors.

The local governing body of Houghton Gate School will be constituted as follows:

- Chair of the local governing body, who is a member of the Trust Board.
- Houghton Gate School Principal.
- Up to 6 trust governors appointed by the Trust Board.
- 2 parent governors elected by parents.
- 1 teaching staff governor (elected by teaching staff).
- 1 non-teaching staff governor (elected by non-teaching staff).
- Up to 2 academy governors appointed by the LGB.

The local governing body will have committees to ensure that the necessary focus and governance functions take place.

- **Staffing and Resources Committee** – oversight of all matters of the school relating to budget, assets, support services and staffing.
- **Teaching and Learning Committee** - oversight of all matters relating to the curriculum, teaching and learning and teaching support staff.
- **Student Committee** – oversight of matters relating to students' welfare, attendance and behaviour.
- Panels and committees for considering individual cases such as pay, complaints, exclusions and the recruitment of senior staff.

The chair of the LGB will be appointed by the Trust Board. The chair of each LGB committee will be appointed by the LGB.

### **Executive**

As the CCS multi-academy trust will be small, [REDACTED]. The current senior leadership structure of Caroline Chisholm School will be reviewed and

## **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**

strengthened so that the roles currently taken by the [REDACTED] become more in-tune with the roles of a “Head of School” and will become more accountable for the operational running of Caroline Chisholm School.

The Executive Principal will be an ex-officio member of the Trust Board. They will advise and report directly to the Trust Board. The Executive Principal will be accounting officer for the trust. The Executive Principal will have responsibility for ensuring strong lines of accountability between the Principal of Houghton Gate School and the Trust Board. As a result, the Executive Principal will provide support and challenge to both the Principal and to the Houghton Gate School’s senior leadership team.

In the initial stages of Houghton Gate School, there will be considerable leadership support provided from the Caroline Chisholm School Leadership team. This will take the form of seconded leadership and regular oversight meetings. However, as Houghton Gate School develops, it is expected that the Trust Board will delegate increased autonomy to the Houghton Gate School LGB, with the Executive Principal providing a challenge/support/coaching role to the Principal.

### **Trust Executive Team**

The Executive Principal will lead a small trust executive team to support the board and carry out the core trust functions of monitoring performance, directing support and ensuring that intervention has maximum impact. The core trust functions will be funded through centrally funded resources provided from each academy in proportion to student size and academy need.

A key performance indicator for the financial effectiveness of the trust will be that the total cost of providing trust wide services, including academy and trust wide leadership and back office services, will always be lower than the cost that each academy would incur if it were a stand alone academy trust.

The trust executive team will consist of:

- Executive Principal
- Director of Finance
- Director of Business

The executive team will have oversight of the following trust wide back-office teams:

- Finance Team
- Data and Standards Team
- Human Resources Team
- IT support Team

**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**

- Catering Team
- Administration and Communication Team

The Trust Executive team will be formed from the current teams at Caroline Chisholm School. The size of the team will be increased with the opening of Houghton Gate School to provide the additional support. This share arrangement will ensure that there are significant cost savings and economies of scale across the trust allowing increased resources to be focussed on improving classroom provision.

**Senior Executive Team**

The senior executive team will consist of the:

- Executive Principal,
- Principal of Houghton Gate School,

- [REDACTED]
- [REDACTED]

The senior executive team will provide senior leadership and oversight of the operation of the two academies in the trust. Although each academy will operate as an autonomous unit, shared educational services will be developed across the trust which will include:

- Trust wide quality assurance systems. Agreed systems to assure the quality of teaching, learning and assessment across both academies. This will include joint learning walks, lesson observations and work trawls.
- Trust wide data systems. Agreed systems to monitor performance including shared assessment across subjects and cohorts to monitor relative performance of students within the trust.
- Trust wide continuous professional development. CPD will be delivered across the trust with each academy expected to deliver in-house CPD based around the active research projects undertaken by the teaching staff. Contributing to the CPD programme will be an expectation for all teachers on the upper pay spine and at middle and senior leadership levels.
- Trust wide leadership and systems development. Ensuring that leaders across the organisation work towards the shared aims and objectives of the trust and work together to maximise outcomes for students.
- Efficient deployment of teaching and support staff. As Houghton Gate School grows the ability to share teaching expertise across both schools will allow both schools to deploy staff effectively and efficiently. This will be of particular importance in specialist areas taught at GCSE and in the sixth form.

**Conflicts of Interest**

## **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 trust will recognise that conflicts of interest may arise. The Trust will abide with the Nolan Seven Principles of Public Life. All directors, governors, members will be required to:

- Sign and abide by the trust's code of conduct.
- Declare any personal or business interests.
- Declare any duty to any person or body that may be relevant to the trust.
- Declare any prejudicial interest in a matter in discussion that may conflict with their duty to act solely in the interests of the academy trust

The trust will maintain a register of interests for every director, governor and member of any committee with full details of relevant personal and financial interests.

Directors and governors will be under a duty to report to the Chair of the relevant body and/or the chair of the Trust Board if they believe that the code of conduct has been breached. Any breach of the code including relevant interest may lead to the suspension of the person from that body.

### **Effective Support and Challenge**

- Directors provide constructive challenge and scrutiny to the Trust and Executive Principal.
- The Executive Principal along with the Trust Executive and Senior Executive Team provide support and challenge to the academies in the trust.
- The Local Governing Body provides constructive challenge and scrutiny to their respective academy and its Principal/Executive Principal.
- The Directors provide constructive support and challenge to the chairs of the local governing bodies.
- The Trust will employ external educational and financial expertise to quality assurance the work of both the Trust Executive Team and the Senior Executive Team. External quality assurance will be proportionate to the need of each academy or trust wide area and will be based upon performance against well-defined aspirational targets.
- External quality assurance will be used to determine the performance of the Executive Principal and the Principal of Houghton Gate School in consultation with the Remuneration Subcommittee of the Trust Board.

The prime objective of the Trust Board is to maintain all schools within the trust at a levels of "At least Ofsted Good". The trust will aim to identify issues that are preventing each academy from flourishing and by early intervention, collaboration, negotiation and consent ensure that standards are kept above the minimum expected level of "Ofsted Good".

Under oversight and guidance from the Trust Board, the Trust Executive officers will keep in close contact to ensure that the educational and financial performance of the



## **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**

academy is in agreement with the agreed minimum operational expectations. The Trust Board will agree and annually review a process of escalating issues identified as a result of concerns due to educational or financial performance. If an action fails to rectify the concerns, the process will escalate. The aim is to take swift action at the lowest level to return to the default position of non-intervention.

Triggers that would bring the academy below minimum expected minimum standards:

- Significant breach in safeguarding process or procedures
- Significant deterioration in educational standard
- Reduction in Ofsted category below Good.
- Significant deterioration in attendance or a large increase in exclusions
- Significant increase in staff absence
- Failure to fill student admissions targets
- Significant deficit in school budget with no effective plan to become financially viable
- Any issue or action that would damage the Trust or any of the schools within it.

In response to such triggers, actions will be agreed by the Trust Board in consultation with the Local Governing Body and the Houghton Gate School Principal. Actions will be proportionate to the scale of any issues identified. The response will be tiered:

1. **Closer monitoring by a member of the Trust Executive Team.** Provision of additional support to the academy senior management and/or LGB.
2. **Direct monitoring of specific aspects of the academy** by the Trust Board or a relevant committee or nominated director. Provision of additional support to the academy senior management team and/or LGB.
3. **Specific elements of delegated authority withdrawn** from the LGB with relevant decisions requiring approval of or taken by the Trust Board or relevant committee or nominated director. Support and intervention directed by the Executive Principal and/or external executive support.
4. **All delegated authority removed** from the LGB; all decisions requiring approval of or taken by the Trust Board/ relevant committee or nominated director. School under direct supervision of a nominated director and/or the Executive Principal and/or external executive support.

### **Ensuring effective governance**

All directors will undertake an annual skills audit and self-evaluation. This will be used to identify any skills deficits across the Trust Board and Local Governing Body. In response to the outcomes of the self-evaluation and skills audit, Directors and governors will be given access to appropriate induction and training as well as effective coaching and mentoring.

**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 Trust will maintain records of each Directors and governors skills and experience. The Trust Board will agree an annual training programme based upon the results of the skills audits from both Directors and governors. Directors and governors taking any particular role or responsibility such as the chair of a committee or the membership of a panel will be provided with the training and support relevant to the role.

**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**

**NOT REQUIRED**

#### **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**

**NOT REQUIRED**

#### **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**

**NOT REQUIRED**

## 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
NOT REQUIRED

## Section H – premises (use Excel spread sheet)

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

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

## Annexes

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

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

## CV template

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

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





Department  
for Education

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