



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

MAIDSTONE PRIMARY ACADEMY

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

Section I of your application	Yes	No
12. Have you sent: a copy of Section A (tab 1 of the Excel template); and copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

the requirements outlined in the [how to apply to set up a free school guidance](#);

the funding agreement with the Secretary of State;

all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

complete the Section A tab in the Excel spread sheet; and

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

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

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

complete the Section B tab in the Excel spread sheet; and

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

Section C – vision

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

Please:

use the space provided below; and

provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;

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

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

Up to 3 pages for single school (longer for 2 or more schools)

Leigh Academies Trust

Leigh Academies Trust (LAT) is a highly-successful multi-academy trust operating in Greenwich, Bexley and Kent.

The Trust is currently responsible for fourteen academies: seven primary, six secondary and one special. All academies that have been inspected by Ofsted since joining LAT have either been judged good or better, or have improved from their previous category status. LAT was recently identified by Ofsted as one of the country's seven top-performing multi-academy trusts and was subject to an Ofsted research visit as a consequence to identify best practice. These findings are being collected in a significant research paper for HMCI to be published in autumn 2016.

The Trust has chosen to remain local and medium-sized so that it can focus its attention on the local communities that it serves. We believe in 'earned autonomy' for our academies. All of our current academies can be accessed within a one-hour drive; we want to keep it this way. We are developing three 'clusters' of academies across the region. The original cluster is in North-West Kent, centred around Dartford. The other two have developed in South-East London (Greenwich and Bexley) and Central Kent, based between Maidstone and Tonbridge.

The Trust's motto is "Shaping Lives, Transforming Communities". Its core mission statements are summarised thus:

What we stand for:

- High ideals, strong moral values and boundless ambition to achieve excellence for all;
- Strong collaboration and teamwork so that we are much greater than the sum of our parts.

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

What we value:

- A 'can-do' attitude towards continuous improvement and innovation;
- Creating confident young adults with high levels of resilience and integrity.

What makes us distinctive:

- Small-school, 'human-scale' education to personalise the educational experience;
- An enterprising culture to create close partnerships with industry and other educators.

All Trust academies enjoy high-quality support in a range of educational and 'back-office' services. This includes human resources, finance, IT, estates management and procurement. This means that support is highly responsive and tailored to the needs of individual academies. It allows the Trust to access best value and more efficient ways of supporting academies to deliver these services to the standard they demand.

In addition, the Trust has developed a range of educational-support services for its academies. This includes the Academy Improvement Team, which contains high-quality senior experts in a range of subject areas, who support and challenge academies on a weekly basis. The Trust also recognises the importance of a range of other educational services to support academies to meet the needs of their young people. That is why we have also developed our own Inclusive Services Team, who work across the Trust. This team includes:

- A Business Partnerships Manager;
- Careers Advisors;
- Educational Psychologists;
- Attendance Welfare Officers;
- Speech and Language Therapists;
- An Early Years and Foundation Stage School Improvement Adviser (primary specific).

All academies within the Trust experience regular Modular Reviews with the Executive Director of their cluster. This enables full discussion and accountability on all educational-improvement matters at least six times per year. In addition, the Trust has an effective programme of annual peer review for its academies. This puts together trained external inspectors with senior academy staff to provide scrutiny and challenge to leaders within academies so as to bring about continuous improvement. It provides excellent training for our own senior leaders.

Taken together, these high levels of challenge and support, which come in equal measure, leave no room for complacency. They create a culture of high aspirations and a desire to improve year on year.

Rationale.

This application is for two primary academies, both with space for nursery provision: a

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

2.0 FE primary in Dartford Northern Gateway and a 2.0 FE primary in Bearstead, north Maidstone. Both applications respond to identified needs from Kent County Council (KCC)'s [Commissioning Plan for Education Provision 2016-20](#) and, for Maidstone Primary Academy, the [Commissioning Primary Provision in West Kent](#) document.

The area to be served by the **Dartford Northern Gateway Primary Academy** is one of concentrated house-building and residential developments. According to the commissioning plan, new housing developments are planned for the area to the north and east of Dartford that, in addition to 15,000 homes in the Ebbsfleet Development Area, include the Dartford Northern Gateway. According to the Dartford Northern Gateway planning document and local development framework, over 2,000 homes are planned, 70% of which will be family homes. It further identifies a site in a central-eastern location of the development area, previously owned by GlaxoSmithKline, for a 2 FE primary school to provide primary education and community facilities for the development. The planning document states that: *'Lack of school provision could be an inhibiting factor to future development of the area.'*

For the **Maidstone Primary Academy**, the need is focused more on indigenous growth in the Maidstone North area. The proposal is to create a learning hub comprising a 2 FE primary school (Maidstone Primary Academy) and a 120-place ASD secondary special school (Bearsted Academy - see separate LAT Wave 12 free-school application) to meet the need for additional primary and special school places. LAT has considerable experience of successfully managing and operating primary, secondary and special schools in close proximity to one another. LAT would be in a strong position to continue its excellent working relationship with KCC with respect to commissioning places to meet particular local needs.

Further information about identified needs for both the Dartford Northern Gateway Primary and Maidstone Primary Academy proposals is presented in Section E.

Vision

Both proposed academies will be integral to their clusters, gain much from the collaborative nature and ethos of the Trust and give much in return, as we endeavour to achieve better outcomes for our pupils.

The specific aim of both academies is to achieve OfSTED 'outstanding' status in the shortest possible time frame. However, we also aspire to provide a quality of education and care, from nursery through to year 6, which goes well beyond this. Literacy and numeracy will always be at the core and, alongside this, the ambition to provide young people with a well-rounded, full educational experience which develops all of their talents.

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

All LAT schools have a child-centred approach to decision-making. Learning spaces are warm, welcoming and inviting and take a 21st century approach to education. The emphasis is on working with families from the outset and developing the whole child.

Strong pastoral care and a commitment to human-scale education will be central to the work of both academies. All youngsters, especially those considered vulnerable, will feel safe and well cared for. That care will extend to children's immediate families, who play a pivotal role in the success of those children. Combined with the highest quality of classroom teaching, pupils will benefit academically, socially and emotionally, enabling them to cope with life's challenges and to become successful citizens who contribute to society.

Aspirations for children, regardless of their individual circumstances, are high. Children will receive baseline testing on entry to the academy and will be expected to be working at the highest levels in all progress measures. Pupil progress will be monitored at six key points in the year and comparisons made with national averages and with other primary academies within the Trust. This will provide a rich data set from which Trust Executives and Governors will hold the schools to account for the progress of the children.

To achieve the vision for the two primaries, and to enable them to contribute to the wider LAT vision, we will:

- provide innovative, high-quality teaching and learning;
 - foster and encourage caring for individuals;
 - enable people to embrace change in a dynamic setting;
 - promote health for learning;
 - celebrate achievement;
 - empower the individual;
 - encourage community thinking;
 - ensure inclusivity;
 - promote responsibility;
 - inspire everyone to love learning;
 - encourage independent thought;
 - continually strive for the highest of standards; and
- use the power of the Trust to improve outcomes for children.

Both academies will create and enforce a clear and rigorous expectation to promote modern British values. This will be achieved through the implementation of the international primary curriculum (IPC), which has been implemented at LAT's <Molehill, Treetops, Oaks and Langley Park Primary Academies, all in the Maidstone area. The IPC is the curriculum of choice for over 1,500 schools in 85 countries and is a typical

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

feature of many outstanding schools in the UK. In addition, both academies will embrace the opportunity to celebrate our own culture and appreciate the culture of others through our comprehensive SMSC programme, which includes:

- an academy vision shared throughout the local communities;
- regular, thought-provoking assemblies;
- contributions from external speakers and visitors;
- a wide range of educational trips;
- ‘philosophy for children’ approaches to exploring big ideas;
- an active School Council;
- effective use of displays to celebrate children’s work;
- extra-curricular clubs and enrichment activities;
- a clear framework for rewards and sanctions;
- a social-skills programme to enable children to respect themselves and others; and
- a resilience programme to ensure that children persevere in times of difficulty.

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.

Dartford Northern Gateway Primary Academy	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1		30	60	60	60	60	60	60
Year 2		30	30	60	60	60	60	60
Year 3			30	30	60	60	60	60
Year 4				30	30	60	60	60
Year 5					30	30	60	60
Year 6						30	30	60
Totals		120	180	240	300	360	390	420

Maidstone Primary Academy	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1		30	60	60	60	60	60	60
Year 2		30	30	60	60	60	60	60
Year 3			30	30	60	60	60	60
Year 4				30	30	60	60	60
Year 5					30	30	60	60
Year 6						30	30	60
Totals		120	180	240	300	360	390	420

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	M	This is an indication of the amount of time spent on the subject and does not prescribe 5 x 1-hour slots. Shorter phonics sessions in EYFS. Guided, shared and 1:1 reading sessions throughout the day.
Maths	5	M	Literacy and numeracy will generally be taught in the mornings, analysing gaps and misconceptions, which will

			be plugged in the afternoons with intervention sessions.
Science	2	M	As IPC develops in this subject, curriculum will be supplemented with KCC scheme.
History	2	M	
Geography	2	M	
RE	1	M	
DT	1	M	
Art	1	M	
Computing	1	M	Use of expertise and resources available at our Trust secondary academies will augment curriculum offer.
PSHE	1	M	
PE	2	M	In addition to daily exercise, a competitive element includes the annual cross-academy sports day.
Music	1	M	
MFL	1	M	
SMSC		M	Woven into all subjects and delivered through assembly programme.

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

use the space provided below; and

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

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

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

Up to 5 pages

Leigh Academies Trust currently operates seven successful primary academies in various local contexts:

- Molehill Primary Academy, Oaks Primary Academy, Tree Tops Primary Academy and Langley Park Primary Academy all serve the relatively-deprived area of South-East Maidstone. SEN and FSM figures are above national averages and children enter the school with lower-than-expected speech and language acquisition;
- Hartley Primary Academy in Longfield and Eastcote Primary Academy in Bexley have SEN and FSM figures considerably below the national averages;
- Dartford Primary Academy has relatively high EAL figures.

Although these are not complete profiles, it is clear that Leigh Academies Trust operates across a range of contexts and so has the ability to compare each of the new academies to existing ones with comparable populations. We intend to replicate the curriculum at Hartley Primary Academy, rated 'outstanding' by Ofsted, at Maidstone Primary Academy and that of Dartford Primary Academy, rated 'good' by Ofsted, at the Northern Gateway Academy. LAT has learnt much about matching a curriculum to the local context. Dartford Primary, for example, has particular skills and success with EAL pupils. Since the Northern Gateway will draw from a similar set of backgrounds, we will be able to transfer the lessons from one academy to another. Dartford Primary is a good school and provides good outcomes for pupils from diverse social and cultural backgrounds. Hartley Primary Academy enjoys outstanding status, with leaders at all levels knowing the school's strengths and where it is most effective. Maidstone Primary Academy will draw from a catchment similar to Hartley and will apply a similar approach to education in the same context.

The school day will follow normal school hours of 8.50 am – 3.10 pm, with the school year largely following the KCC framework. In addition, both academies will operate an extended day, to include a breakfast club from 7.45 am – 8.50 am and an after-school club from 3.10 pm – 6.00 pm for working parents.

Both academies will implement broad, balanced curricula by integrating the new national curriculum with the IPC. LAT is already using this approach successfully within its existing academies, including Molehill, Treetops, Oaks and Langley Park. It will be inspiring, engaging and relevant to pupils growing up in 21st century Britain. The curriculum will inculcate what it takes to be a good citizen who contributes to society by equipping each child with life skills beyond the classroom. It will have a strong emphasis on developing independent learning and high-order thinking skills. Children will be encouraged to think for themselves as teachers confront them with cognitive conflicts that can only be resolved through resilience, co-operation and a determination

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

not to give up when the work becomes challenging. There will be a wide range of extra-curricular activities, which will foster curiosity, challenge and discovery.

The focus of both academies' curricula will be highly inclusive, reflecting a belief in the success of all children, regardless of background or ability. All children will have the opportunity to access the full range of subjects and experiences. We will provide the best opportunities for children to acquire the knowledge, skills and understanding both to succeed academically and to develop well socially and emotionally. High expectations will pervade the academy to ensure that children reach their potential.

It is our aim to be flexible in our approach to delivering holistic care and a focussed learning programme for every child. We will take into account the learning styles and preferences of each individual in order to provide personalised learning pathways for all. In addition, we will develop learning styles outside the preferred style, so that pupils can develop a wider repertoire of approaches. We will be flexible about where and how learning takes place and look for learning opportunities outside the classroom. This will complement the wide, balanced curriculum offer, so that each child receives their full entitlement to a broad curriculum. Wherever possible, learning and social-development opportunities will take into account the breadth of experience available within the local community. This will include maximising opportunities for outdoor learning in the 'green corridors' that are planned for the housing developments in both areas.

The following core principles will underpin the curriculum in both academies and will go a long way to promoting good outcomes for children year on year. We will ensure that everything is done to enable both children and staff to be successful learners by:

- Promoting and achieving excellence by inspiring children to believe that the extraordinary is possible;
- Creating dynamic learning environments that foster curiosity and independent learning;
- Insisting on the highest-possible standards of behaviour in order to create a sense of calm and purpose;
- Insisting on the highest-possible standards of attendance, even when children and staff are feeling a little unwell, in order to demonstrate the power of resilience;
- Insisting on the highest-possible standards of punctuality in order to support the academy's aspirations of success;
- Being role models for each other to foster the highest of expectations;
- Providing opportunities to take calculated risks, thereby encouraging creativity

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

and innovation;

- Creating a 'can-do' attitude that does not accept excuses;
- Appointing and developing great teachers, recognising that outstanding teaching is the key to success;
- Providing children with opportunities to participate in high-quality educational experiences, thus improving their self-esteem;
- Promoting equality and diversity in order to achieve mutual respect for each others' differences;
- Safeguarding health, safety, welfare and protection against radicalisation in order to protect all children and adults from harm;
- Working in partnership with other Leigh Academies Trust schools in order to promote the power of collaboration.

The intake for both academies is likely to be diverse. The Dartford Northern Gateway development is expected to offer a mixture of affordable and luxury homes, 70% of which will be family homes. The development is likely to attract a mixture of individuals, who may wish to commute to London on the efficient transport links that exist either from Dartford or Ebbsfleet stations, or via the M2.

Likewise, the Maidstone North area will continue to be a popular commuting location for London, enjoying both good train (via Maidstone East and Maidstone West) and road (via the M20) links, as well as serving the local Maidstone and West Kent economies.

Curricular design will reflect the need to differentiate by ability, by task, by resource and by support. Regular assessment and analysis of data will be used to review the curriculum offer and its ability to deliver the vision of the academy.

Arrangements for transition will be strong at both academies, especially given the plan for on-site nursery provision for 26 FTE pupils. Strong links with other local nursery providers and play groups will allow for pre-admission visits and 'getting to know you' events. In the pre-opening phase, a planned programme of informative events will be held at local community centres to allow parents to learn as much about each of the academies as possible.

The nursery element of these schools utilises the local authority-funded early education offer. This aims largely to meet the needs of working parents in both Maidstone and Dartford. Not only will parents receive high-quality care and education for their children, but the pupils will also benefit from a consistency of approach to their education, which will ensure better outcomes as they move through the academies.

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

The IPC that will be implemented in both academies lends itself well to LAT's established and proven assessment procedures, performance measures and target-setting regimes. All of the LAT primary academies use the fully-customisable Pupil Asset data-tracking tool that allows each academy to contribute to Trust-wide data collection right down to individual pupil target-setting, according to need.

Principals and Vice-Principals meet roughly every six weeks with Trust Executives to interrogate performance data and to be held to account by Trust Executives for the performance of the pupils. At the start of each six-week module, teachers and students will set out their priorities and targets for the module. At the end of the module, there will be a thorough review of progress together with planning and target-setting for the next module.

In addition, LAT's centralised Academy Improvement Team can be commissioned to assist in the improvement agenda with identified vulnerable groups. The Academy Improvement Team will work with more than one academy at a time, especially when similar issues arise. Every half term, Principals of academies meet to share best practice, showcase the impact of new initiatives and generally network in a supportive fashion. Performance data is shared widely and Principals can call on each other when dealing with problems. Challenging targets are set for individual academies each year and comprise progress measures, comparisons with national averages and comparisons year on year, where appropriate, and whilst taking the context of the academy into consideration. Principals have challenging targets woven into their performance-management cycle, which is linked to performance-related pay.

This approach has had a beneficial impact on outcomes for pupils. For example, at Dartford Primary Academy, 74% of pupils achieved a 'good' level of development in 2016 and Hartley Primary Academy achieved a combined KS2 score of 76%, both of which represent significant increases over time.

To coincide with the performance-assessment framework, parents and carers will receive reports about their child's progress six times per year and will be given regular

D2 – measuring pupil performance effectively and setting challenging targets

opportunities to meet with teachers. Both academies will engage proactively with parents on every aspect of their child's education; creating effective working partnerships between school and home is our priority. The academy will run at least two parent consultation events per year, as well as specific curricular open events. As with our current primary academies, parents will be encouraged to engage in daily and ad hoc communication with class teachers about any issues relating to their child's progress. This information is factored into the pupil progress meetings that precede report-writing throughout the year.

Crystal-clear, incisive, meaningful data will underpin the work of the entire school. Teachers, pupils and parents will be exceptionally well informed about every child's interests, needs and abilities and information will be made accessible electronically, so that all stakeholders can work in synergy to ensure that the curriculum is personalised around the needs of the pupil.

At the heart of our vision is the desire that every pupil reaches their full potential. In order to achieve this, we will set appropriately-stretching targets and an extensive range of quantitative and qualitative success measures, which relate to both individual pupils and to the performance of each academy as a whole.

Leigh Academies Trust already operates highly-effective systems for data analysis across all of its schools and this leading-edge practice will be extended to Dartford Northern Gateway and Maidstone Primary Academies.

Below are a range of performance targets and qualitative measures that we will use to measure our success:

- both academies will rank among the highest-performing schools in the region and nationally;
- no pupils will be permanently excluded;
- both academies will be over-subscribed;
- both academies will be judged 'outstanding' by OfSTED and other external reviewers;
- all pupils will develop the key attributes for learning: curiosity, determination, creativity, independence and collaboration;
- all pupils will have a good repertoire of spoken and written language and be confident and effective communicators; and
- the academy will have a positive impact on the community, as measured by participation levels and through surveys.

Academic Achievement Targets

Pupil achievement will be judged against benchmarks based on 'more than expected progress' at Key Stages 1 and 2. High levels of challenge and aspiration will permeate

D2 – measuring pupil performance effectively and setting challenging targets

the whole organisation.

At KS1 and KS2, our expectation will be that both academies exceed national average statistics, with a target that all pupils make expected or better progress year on year and that both academies achieve positive progress scores in their KS2 tests, based on scaled score points in English reading, English writing and mathematics, according to the new primary assessment framework.

Attendance and Behaviour

In order for a child to reach their full potential it is essential that they attend school every day. The academy will work closely and in partnership with parents and carers to ensure that attendance is consistently above 96% for all groups. Rates of persistent absence will be below national averages. In practice, this means that the Family Liaison Officer will carry out 'first-day calling' when a child is absent and build productive, positive relationships with parents to address incidents of poor attendance. Central Trust attendance-improvement services will be employed for hard-to-reach cases, together with Governor panels in extreme cases. The importance of high attendance rates and the impact of taking holidays in term time will be communicated through assemblies, newsletters and presentations to parents.

The academy will promote a culture of positive behaviour. Expectations will be clear and shared with all stakeholders regularly and a behaviour agreement between the academy, pupils and parents will be agreed and signed when pupils join the academy. There will be a target of 0% permanent exclusion and a commitment from the academy to engage with district-wide strategies for inclusion, such as the existing fair-access panel. Wherever possible and necessary, students can be given a 'fresh start' internally by moving between different LAT academies. . This will give pupils the opportunity to change their behaviours and attitude whilst maintaining the positive relationships already established internally with academy-wide staff.

Pupil participation in all aspects of academy life will be tracked by staff. There will also be a clear expectation that pupils take every opportunity to engage in a range of extra-curricular activities, the local community and industry-based projects. Certificates and recognition awards will be presented during special assemblies and presentation events.

Attendance and punctuality, together with an effective reward and sanction system, will be tracked through the academy management-information system (MIS) and outcomes reported to parents and carers as part of the termly reporting schedule. This regular reporting of all composite behaviours as well as progress will ensure that no element of pupil performance will go unrecognised and that timely intervention or action can be taken. Active partnership with parents and carers will be a fundamental part of academy life and crucial in ensuring that all students adhere to the academy's shared

D2 – measuring pupil performance effectively and setting challenging targets

high expectations.

'Stakeholder voice' activities, including regular questionnaires and feedback opportunities, will help us to review attitudes to learning and behaviour from parents, carers, staff and pupils. The review of behaviour for learning will also be an integral part of the academy's learning-review cycle, providing data on the behaviour of groups of students as well as that of individuals.

Monitoring and Evaluation Systems

To ensure that every child succeeds and that the academy achieves its ambitious targets, a robust monitoring and evaluation cycle will be in place, consistent with the cycle used at other LAT primary academies. A shared marking and feedback policy will be implemented so that expectations across the academy are clear and transparent. Individual teacher data will be collected centrally on the MIS every six weeks and reported to parents and carers. Highly-detailed evaluations will then be produced using the MIS and published to staff to coincide with the modular framework. These will indicate overall current grades and end-of-key-stage predictions. The data will be broken down further to enable forensic evaluation of individual students' performance, that of groups and subject areas by individual teachers, directors of learning for each faculty area and their line managers. Granular analysis of this data on a six-weekly cycle will ensure that no individual or group of pupils is left behind.

Responsibility for academy assessment and data will sit with the Vice-Principal, supported the academy data manager and their team, and will target intervention and celebrate success. Analysis will take place of key groups of pupils: pupil premium, EAL, EHCP/SEN, HAPs etc., as well as whole-year groups, regularly throughout the year.

Each primary school within LAT will have its own set of governors at local governing-body level to monitor in-year progress closely against targets. They will visit each academy at least three times per year to provide high-level accountability. In addition, there will be at least four academy board meetings per year; progress against targets for achievement and teaching and learning will be integral to every agenda. The minutes of these meetings will be presented four times a year to the Trust Board for analysis and strategic direction in the event of the emergence of negative patterns.

Monitoring and Improving the Quality of Teaching

It will be a priority for both academies that all teaching is at least good, with the majority judged outstanding. Principals will be set challenging targets around improving the quality of teaching and learning and an evaluation will take place six times a year at module-review meetings, as for all other existing academies. Responsibility for monitoring and improving the quality of teaching, including professional development, will sit with each Principal and their senior leadership team. A robust monitoring

D2 – measuring pupil performance effectively and setting challenging targets

schedule will review the standard of practice by triangulating the outcomes of lesson observations and work scrutiny, judgements of the quality of marking and feedback and class progress data. The schedule will comprise a combination of regular reviews, to include all teaching staff with more frequent and focused analysis of NQTs and those who are training as teachers on Schools Direct or Teach First-style programmes. The schedule will also include a number of specific reviews, determined by need, in which the quality of teaching in specific faculty areas or year groups, or for specific vulnerable or academy-targeted groups, is scrutinised. Given the academy's potential intake, the quality of teaching for EAL and disadvantaged students will be a key focus during the first year. The Academy Leadership Team and Principals from other LAT primaries will be involved as part of a peer-review process.

The academy will have an open-classroom-door policy and staff will be encouraged to carry out informal observations of peers to share good practice and collaborate on innovative pedagogical approaches. Rigorous analysis of outcomes from the teaching reviews will inform the academy's coaching and mentoring, professional-development and career-development programmes. Any underperformance will be addressed promptly, with support, guidance and training offered in the first instance. High-performing staff will be used as coaches or mentors to ensure that individual staff needs are addressed effectively. Persistent underperformance will be addressed through clear and transparent competency procedures.

Consistency will be achieved with cross-Trust approaches to assessment procedures. All primary academies within LAT use the same pupil-tracking system, which allows for excellent moderation and comparison to take place. Principals discuss the issues at termly Principals' Forums and share best practice.

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

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

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

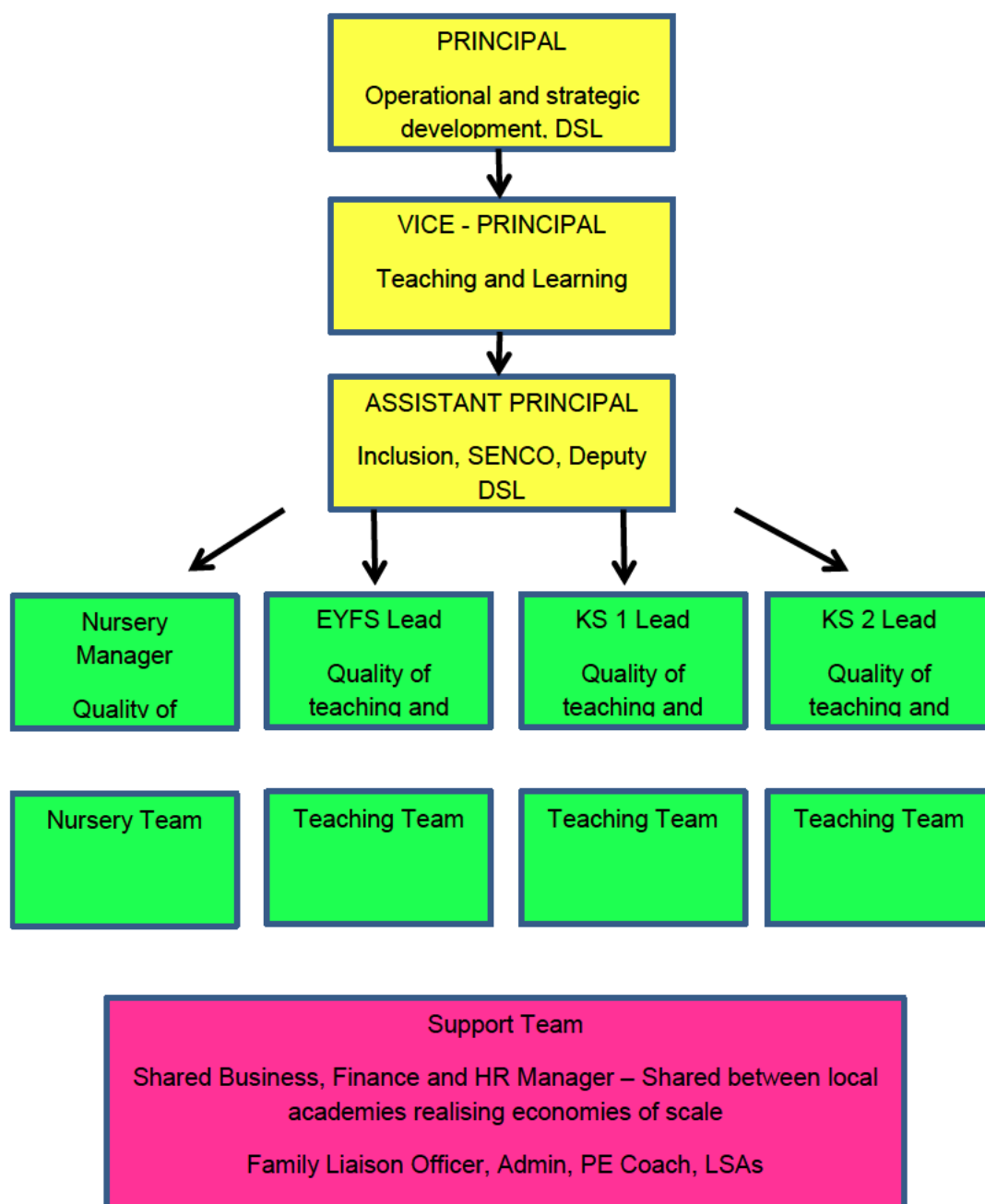
use space provided below; and

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

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

Steady-State Staffing Structure

Both academies will follow the same staffing structure. The staffing model is based upon best practice in Leigh Academies Trust's primary schools, although it has been modified to embrace the needs of the local area. It is a model that has already demonstrated its strong impact on pupil outcomes, efficiency and affordability. There are key links between senior staff and the Trust to ensure challenge, support and accountability. The scaling of this model has been very carefully considered, as the diagram below demonstrates.



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

Key Roles and Responsibilities:

Principal: overall strategic responsibility and communication with key stakeholders. Line-manages Senior leadership Team

Vice-Principal: Responsible for quality of teaching and learning and curriculum provision.

Assistant Principal: Qualified SENCO and responsible for outcomes of pupils with SEN. Liaison with KCC regarding placement of SEND pupils. Deputy DSL. Responsible for outcomes of disadvantaged children

Leaders with teaching responsibility: Senior teachers will additional responsibilities for subject leadership

Teachers: Classroom-teaching responsibilities.

PE coach: Responsibility to promote healthy lifestyles, physical fitness and wellbeing

Learning Support Assistants: Responsibility to support high-quality teaching and learning. Will help pupils develop independent learning habits

Office manager/receptionist: Responsible for the smooth running of the admin team and the front face of the academy

Shared business manager: responsible for all site and administrative matters within the academy. Manages day-to-day contract issues relating to catering, cleaning and health and safety. Line-managed by the Trust Business Director.

Shared finance manager: Responsible for day-to-day oversight of academy finances and production of regular financial reports for senior staff and governors. Line-managed by Trust Finance Director.

Nursery manager: This post will be filled by a qualified teacher, ensuring that EYFS is of the highest quality. Ethos will be to develop pupils capable of tackling an early-years curriculum that promotes thinking, problem-solving and resilience

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

Build-Up of Staffing Structures

As each academy grows with each additional reception-year intake, the staffing structure will also grow until the academy reaches steady state, at a full capacity of 420 primary and 26 FTE nursery places. The staffing structure will expand year on year, as follows:

Post	Full time equivalent by academic year							
Senior Leadership	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Principal	1	1	1	1	1	1	1	1
Vice Principal		1	1	1	1	1	1	1
Assistant Principal				0.5	1	1	1	1
Leaders with teaching responsibility		1	1	2	2	2	2	2
Teaching								
Teacher	2	3	3	6	8	10	12	12
Pupil Support								
LSA (0.8 FTE)	2	4	6	8	10	12	14	14
PE Coach (0.8 FTE)				1	1	1	1	1
Administrative								
Office manager/ Receptionist (0.8 FTE)	1	1	1	1	1	1	1	1
Business manager	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Finance manager	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Finance/HR admin (0.8 FTE)	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Premises								
Site manager	1	1	1	1	1	1	1	1
Site staff	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Catering								
Midday supervisor (0.3 FTE)	2	2	2	2	3	4	4	4
Other								
Family Liaison Officer (0.8 FTE)				0.8	0.8	0.8	0.8	0.8

In the unlikely event that the academy is undersubscribed, we have produced a 70% financial model to ensure that the academy can still operate on a financially and educationally-viable basis. The following staffing changes will be implemented in the event that the number of students on roll is 70% lower than capacity:

Staff category	Change
Leaders with teaching responsibility	Reduce by 1 FTE
Midday supervisors	Reduce by 1 in years 1 and 2
Finance Manager/ Business	Combine role and remove Business Manager

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

Manager	
Teachers	Fewer classes will enable LAT to employ fewer teachers. Reductions would be: Yr 2 - 1; Yr 3 - 2; Yr 4 - 2; Yr 5 - 3; Yr 6 - 3; Yr 7 - 4
Teachers	Assume Principal teaches in Yr 1 and reduce number of teachers by 1
Teaching Assistants	Fewer classes will enable LAT to employ fewer TAs. Reductions would be: Yr 2 - 1; Yr 3 - 2; Yr 4 - 2; Yr 5 - 3; Yr 6 - 3; Yr 7 - 4
Teaching Assistants (incremental to above measure)	Reduce to 1.5 TAs per class from 2
Performance pay increments	Reduction follows reductions in staffing levels
Supply teachers	Reduction of 30%
PE coach	Do not appoint
Vice Principal	Part-time in Year 2 and full time from Year 3 onwards
Assistant Principal	No appointment in Year 4. Part time for Year 5 and 6
Finance/HR Admin staff	Delay appointment until Year 2

Bearsted Academy, which is the subject of another LAT free-school bids, sits on the same campus as Maidstone Primary Academy. We envisage both academies working in partnership. The SEN expertise from Bearsted will be instrumental in developing best practice for pupils with SEN in a mainstream setting. This expertise will also be shared around the other Central Kent academies to develop mainstream differentiation techniques. Maidstone Primary Academy will also be the setting for integration into mainstream, where that is appropriate, providing a familiar local resource for parents and children.

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

All LAT academies are highly inclusive and welcoming to pupils from all backgrounds.

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

Many of our academies already have a high proportion of pupils from a range of faiths and world views, including those who have EAL. A supportive pastoral structure will be central to both academies, placing the needs of pupils first.

The academies plan to promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faith.

From a curricular perspective, both academies will use the vehicle of the IPC to ensure that pupils of all faiths/world views and none are welcome in the school.

The IPC has been developed to provide support for teachers so that four main aims can be achieved:

1. To help children learn the subject knowledge, skills and understanding they need to become aware of the world around them;
2. To help children develop the personal skills they need to take an active part in the world throughout their lives;
3. To help children develop an international mind-set alongside their awareness of their own nationality;
4. To do each of these in ways which take into account up-to-date research into how children learn and how they can be encouraged to become lifelong learners.

The IPC curriculum is broad and balanced and prepares pupils for life in modern Britain. The academies will commit to developing the spiritual, moral, social and cultural (SMSC) programme throughout all units studied within the IPC. Units of study that will promote this include, for example:

- in Year 4 History: the study of the Roman Empire and the impact of the British Empire to develop pupils' understanding of the influences which have shaped British culture;
- in Year 1 PE: the introduction of ball games to develop a clear moral code, as a basis for behaviour which will be promoted consistently across the academies; and
- in Year 5 RE: the study of Christianity, Judaism and Islam to inform pupils' perspective on life and their interest and respect for different peoples' beliefs, feelings and values;
- in the unit 'Champions for change': pupils will study different governments around the world and learn about the origins of democracy; in the unit 'Different places, similar lives': pupils will learn about different cultural traditions and how to respect the views of others.

PSHE will be taught as a discrete lesson but some of the themes lend themselves well

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

to other subjects. The IPC has a very structured approach to incorporating PSHE into the curriculum and offers a wealth of ideas and resources for topics - for example, the EYFS units 'All about me' and 'Family and Friends' will help pupils to understand their place in the world; in KS1, units entitled 'How are you?' and 'We are what we eat' will allow pupils to explore the sorts of things that keep them healthy; and in KS2, units covering 'The generation game' and 'Growing up' will teach pupils about the changes they will experience during their lives.

The approach of the SMSC programme ultimately aims to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To ensure that the IPC curriculum and SMSC programme are properly implemented, the Directors of the Trust Board will ensure that each Chair of Governors is fully signed up to the principles of the IPC. It follows that staff appointed to both academies, from Principals through to teachers and support staff, will also sign up to these principles. Both academies' commitment to welcoming pupils from all faiths will be clearly signposted and potential candidates will have to demonstrate the level of their commitment to these ideals at interview. Both academies will reserve the right not to appoint any member of staff who cannot contribute to their respective academies in this way.

At prospective parents' evenings and open events, both academies will be explicit in their views, rather than leaving it to chance, that they welcome pupils and families from all faiths and none. Senior leaders and Governors will be open about their positive views and will ensure that each academy annually reviews its ability to address the

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

needs of all pupils and parents.

Government-supported resources, such as preventforschools.org, will also be reviewed and used to support the Prevent agenda. The following information is taken directly from the Prevent website and fits in with the attitude and approach that both academies will adopt towards the Prevent agenda:

'These resources are based on the principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability. The resources have been created to support teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves. By building resilience and self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by negative peer pressure they may encounter. Through education, we can enable children to think for themselves by providing valuable opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding.'

Safeguarding policies to support and protect those pupils from all faiths and none are produced centrally by the Deputy CEO and each academy can add extra sections to outline their own context and phase. The current safeguarding policy was revised in April 2016 to take account of recent changes and is scheduled to be reviewed again in April 2017. Recent revisions have included re-designation of Designated Child Protection Coordinators (DCPCs) as Designated Safeguarding Leads (DSL) and taking account of new statutory responsibilities around the 'Prevent' agenda.

Marketing of the new academies will take place within the local communities and will be quite explicit about how we value families from different backgrounds and communities and how we celebrate difference. Each academy will have a Family Liaison Officer, who will provide advice and guidance on all aspects of family life in order that children can be successful at school. We will provide a Parent Support Directory, which signposts families to a range of community-based support groups, and will ensure that an elected parent sits on each Primary Academy Development Group. There will be a Parent Teacher Association, which will not only raise funds for extra-curricular projects, but will also play a vital role in bringing the community together.

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

Both primary academies included in this application respond to clearly identified needs presented in Kent County Council's [Commissioning Plan for Education Provision 2016-20](#). Section E1 of this application is largely based on extracts from the KCC Commissioning Plan for each academy's respective local area:

For **Dartford Northern Gateway Primary Academy**, the following extracts explain the clearly-identified need for places in the North Dartford area,

Section 10.8 Dartford

Overview:

- *Demand for school places in Dartford is mainly caused by inward migration connected to significant house-building and the birth rate which is higher than both the Kent and National.*
- *Dartford's birth rate dropped significantly in 2013, although it has shown a slight increase in 2014. However, the impact of a significant increase in birth rates in previous years will continue to provide pressure for places.*
- *Despite expansions at seven Primary schools in recent years, demand is continuing to increase beyond available capacity.*
- *The Dartford Borough Core Strategy records significant housing development (up to 17,300 new homes), focusing on seven key sites, all of which will require new education provision.*

*House-building in the area is set to continue, primarily in the Ebbsfleet Valley development area where up to 15,000 homes could be provided over the next 10-15 years. Pressures are also being realised elsewhere in the Borough through new developments such as **Dartford Northern Gateway**, **St James' Lane Pit** and*

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

considerable numbers of small to medium sized developments. The provision of new schools is being factored into the planning for the Borough, with up to seven Primary Schools and sites being requested or secured via developer contributions, one of which would form part of a community campus including a new Secondary school. The first of the new Primary Schools is set to open in September 2017. New additional Primary provision as a result of new development are included in the tables, but additional demand, predicated by new development, is not included in the forecasts.

As can be seen from the Dartford primary school commissioning position in the table above,, the development of 15,000 houses will g a need for a number of new primary schools; this bid, if successful, will meet the need for one of these.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

[Redacted]

4.13

[Redacted]

4.14

[Redacted]

4.15

[Redacted]

[Redacted]

[Redacted]

E1 -

[Redacted text block]

[Redacted text block]

[Large redacted text block]



It is also important to note that the [redacted] will not only meet significant local need, but it will also be a natural feeder primary for The Leigh UTC, The Leigh Academy and Wilmington Academy in Dartford, ensuring that children in this part of Dartford have the opportunity to benefit from outstanding education and appropriate pathways from ages 3 to 19.

For the **Maidstone Primary Academy**, , the following tables and narrative in the KCC Commissioning Plan for Education clearly explain the need for school places in the Maidstone area as a whole and for Maidstone North specifically.

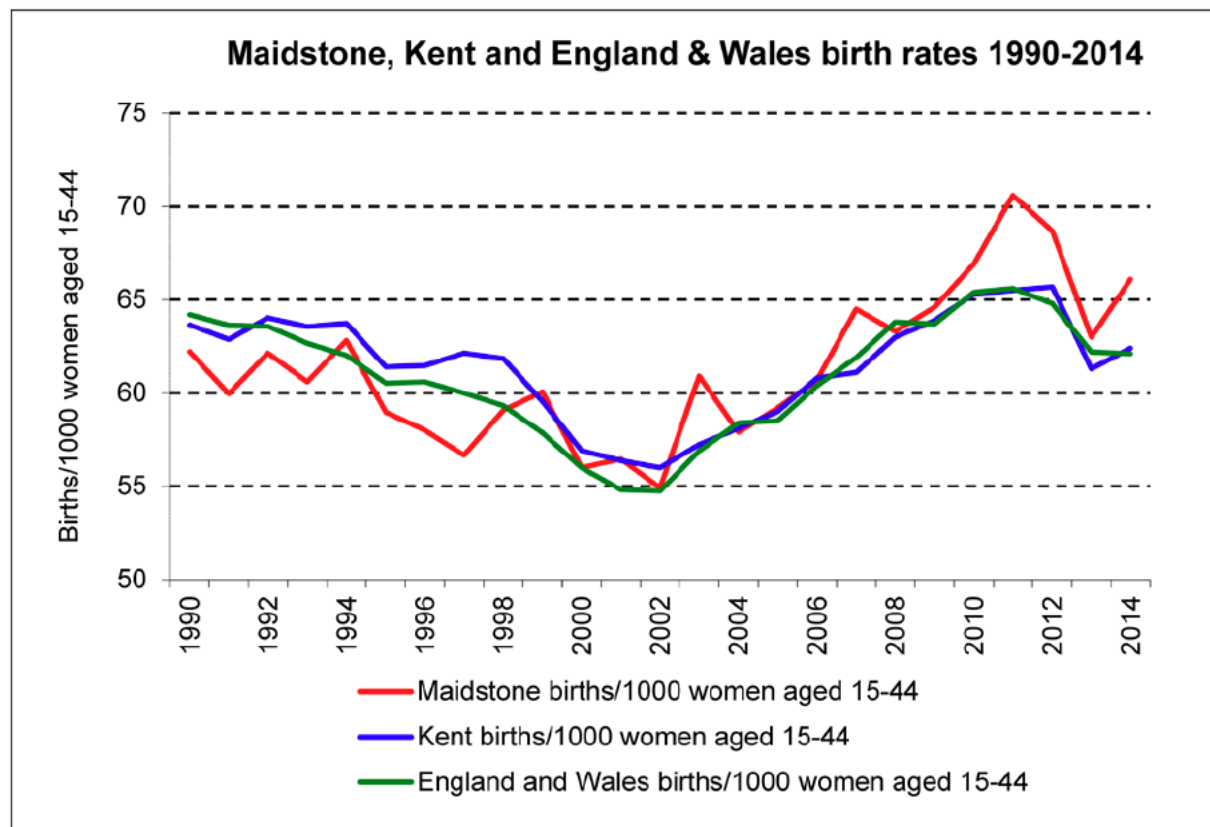
'10.11 MAIDSTONE

Overview

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

- *The forecasts for Maidstone indicate a continued growth in demand for Reception year places with a deficit of places forecast for seven of the 12 planning groups. The growth is predominantly from incremental increases in the birth rate and significant new housing across the Borough.*
- *Maidstone Borough Council is continuing to work on its Local Development Framework and future needs will be driven by this. Maidstone’s previous Local Plan, adopted in 2000, identified 7,400 new homes; this compares against a revised housing need of 18,560 dwellings. It will remain difficult to forecast the medium to longer term demand arising from housing developments until the Local Development Framework is agreed.*
- *The medium to long term analysis of the Borough highlights the need for additional Reception year provision and a new 2FE Primary school linked to housing developments.*

The diagram below sets out the birth rates in the Maidstone area. The rapid increase in birth rates from 2002 onwards, and between 2008 and 2012 in particular, has led to increasing demand for primary-school places between 2013 and 2017. Following a slight dip, this trend looks set to continue from 2013.



The table below, also taken from the Commissioning Plan, summarises the surplus and deficit place forecasts across the Maidstone planning groups.

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

School-based surplus/deficit capacity summaries: Year R

Planning Group	2014-15 PAN / capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 PAN/ capacity
Maidstone Central and South	225	2	0	-12	-17	-23	-21	225
Maidstone North	210	1	-37	-35	-30	-27	-30	210
Maidstone East	240	5	-8	4	7	4	6	240
Maidstone West	430	20	24	-5	24	26	20	460
Maidstone Rural South	132	35	16	10	24	25	24	132
Shepway and Park Wood	267	16	1	54	71	82	77	327
Leeds and Hollingbourne	50	0	7	-4	1	-2	-1	50
Lenham and Harrietsham	73	7	25	0	2	3	3	73
Headcorn and Sutton Valence	73	0	8	0	-7	-9	-7	75
Marden and Yalding	94	5	1	5	-1	0	2	94
Staplehurst	75	8	16	10	12	26	19	75
Bredhurst	15	-3	-4	-4	-4	-4	-4	15
Maidstone	1,884	96	48	22	82	103	88	1,976

In response to this data, the Commissioning Plan goes on to state that: '*Indigenous growth continues within the planning group of Maidstone North. The forecasts predict a continued demand of over 30 Reception Year places throughout the forecast period (2016-20). We are in discussion with local schools about expansion to meet this forecast pressure although there are considerable constraints. **We would welcome proposals for a new primary school in Maidstone North.***'

It should be noted that the figures presented above are in response to current forecast demand. In addition, the Commissioning Plan states that the '*The identified housing need for Maidstone Borough is 18,560 dwellings for the period 2011-31. In the past year a number of significant development sites have been granted planning consent; as at August 2015 the current housing land supply (planned housing) to 2031 is 16,664 dwellings... The new School at Langley Park will provide adequate capacity for the large amount of housing with planning consent in the area up to August 2015.*'

The primary-phase demand generated by additional housing, beyond the 2015 forecast discussed above, is also catered for in the Maidstone Primary Academy application by incorporating the flexibility to open a 1 FE Year 1 and 1 FE Year 2 year group provision,

A KCC publication, 'Commissioning Primary Provision in West Kent (Maidstone District)', dated 19 July 2016, provides some additional information, including some historic preference data for Year R admissions. It clearly shows an increasing number of first-choice and total applications to the four primaries in the Maidstone North planning group, which are not matched by a corresponding increase in available places.

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

Year	PAN	1st	Total	+/-
2016	210	250	542	-40
2015	210	221	489	-11
2014	210	200	450	10

In terms of location, KCC go on to say that: *‘Potential school sites are currently being explored by the Education Funding Agency in Maidstone North, close to Junction 7 of the M20 motorway. It is anticipated that a site will be acquired by the EFA to enable a Secondary ASD Free Special School to open by September 2018.’*

And that, in conclusion, *‘The sustained demand in Maidstone North has also led to discussions with the Education Funding Agency over the establishment of a new Free School in Maidstone North, to provide long term capacity. KCC would welcome/support Wave 12 proposals for a 2FE Primary Free School location within the Maidstone North planning group of schools.’*

LAT has experience in operating and managing successful ASD provision within the Trust and is also bidding, in Wave 12, to open a secondary ASD special free school on the same site as Maidstone Primary Academy. This would form a learning hub of LAT academies in Maidstone North. LAT is well placed to open and operate both schools and to maximise the synergies between them. The two schools have been identified by KCC as potentially being on the same site, as discussed above

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

Leigh Academies Trust schools are highly popular with parents and pupils. The nearest primary schools to Dartford Northern Gateway and the Maidstone Primary Academy are Dartford Primary Academy and the existing four LAT primary academies in Maidstone, which are all heavily over-subscribed in the Reception Year intake. Across all our primary and secondary academies, we are already at capacity and are therefore forced to turn away many parents each year who would prefer their children to have a Leigh-style education. Most of our primary academies experience a high number of

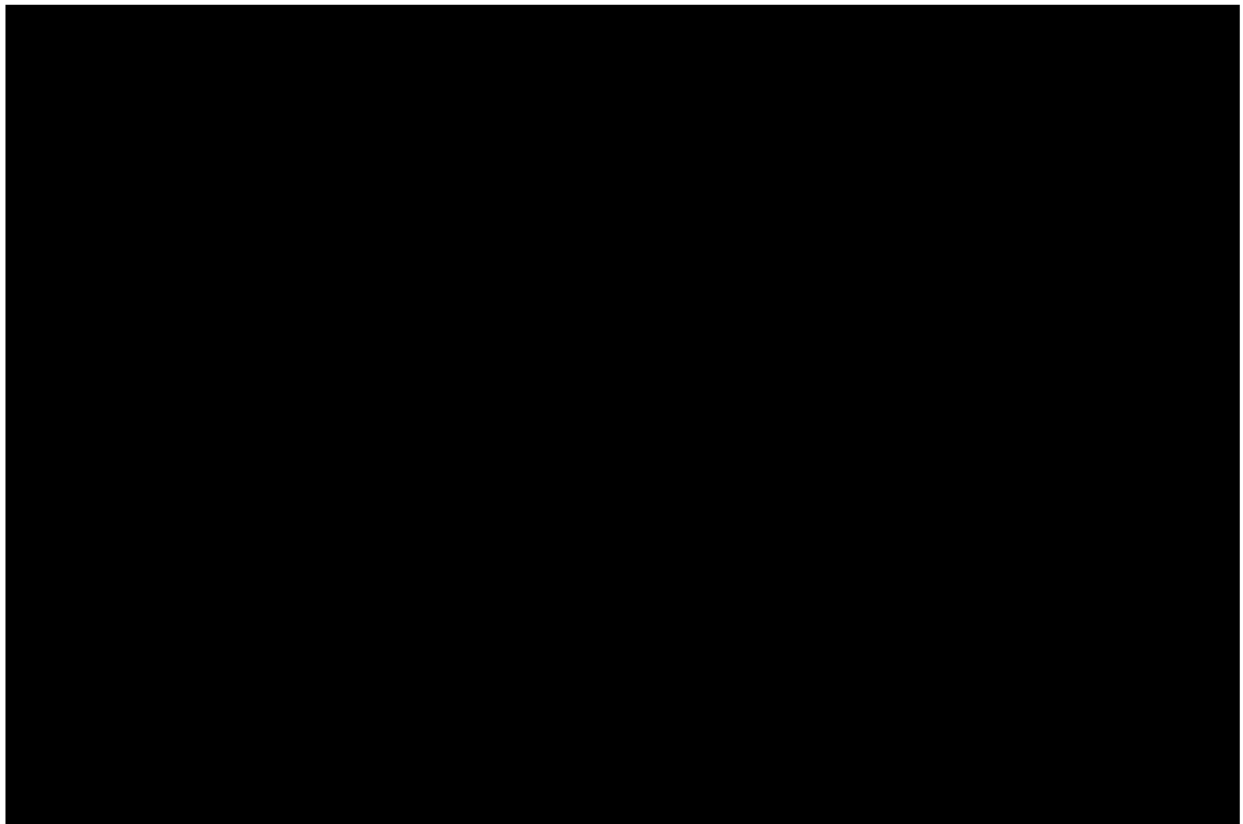
E2 – successful engagement with parents and the local community

appeals for places each year, but few are successful. This is all strong evidence of parental demand for more places in primary schools operated by Leigh Academies Trust in the Dartford and Maidstone areas.

The local nursery provision is also less than comprehensive in the close proximity of either of the proposed academy sites. With new housing development and an influx of families with young children, the demand for nursery places will only increase.

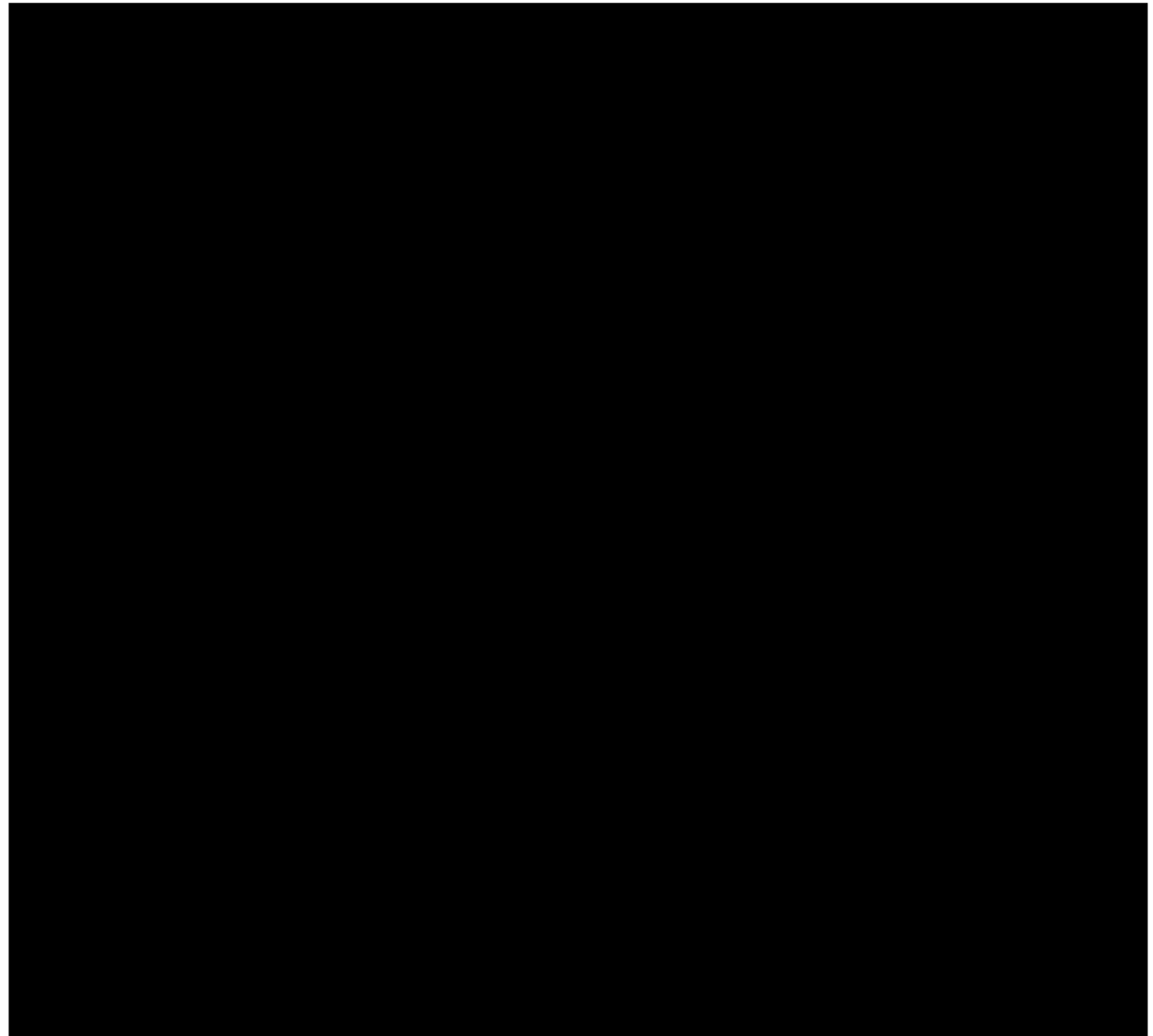
The following diagram indicates the nurseries that are in close proximity to Dartford Northern Gateway Primary Academy and Maidstone Primary Academy.

Dartford Northern Gateway Primary Academy

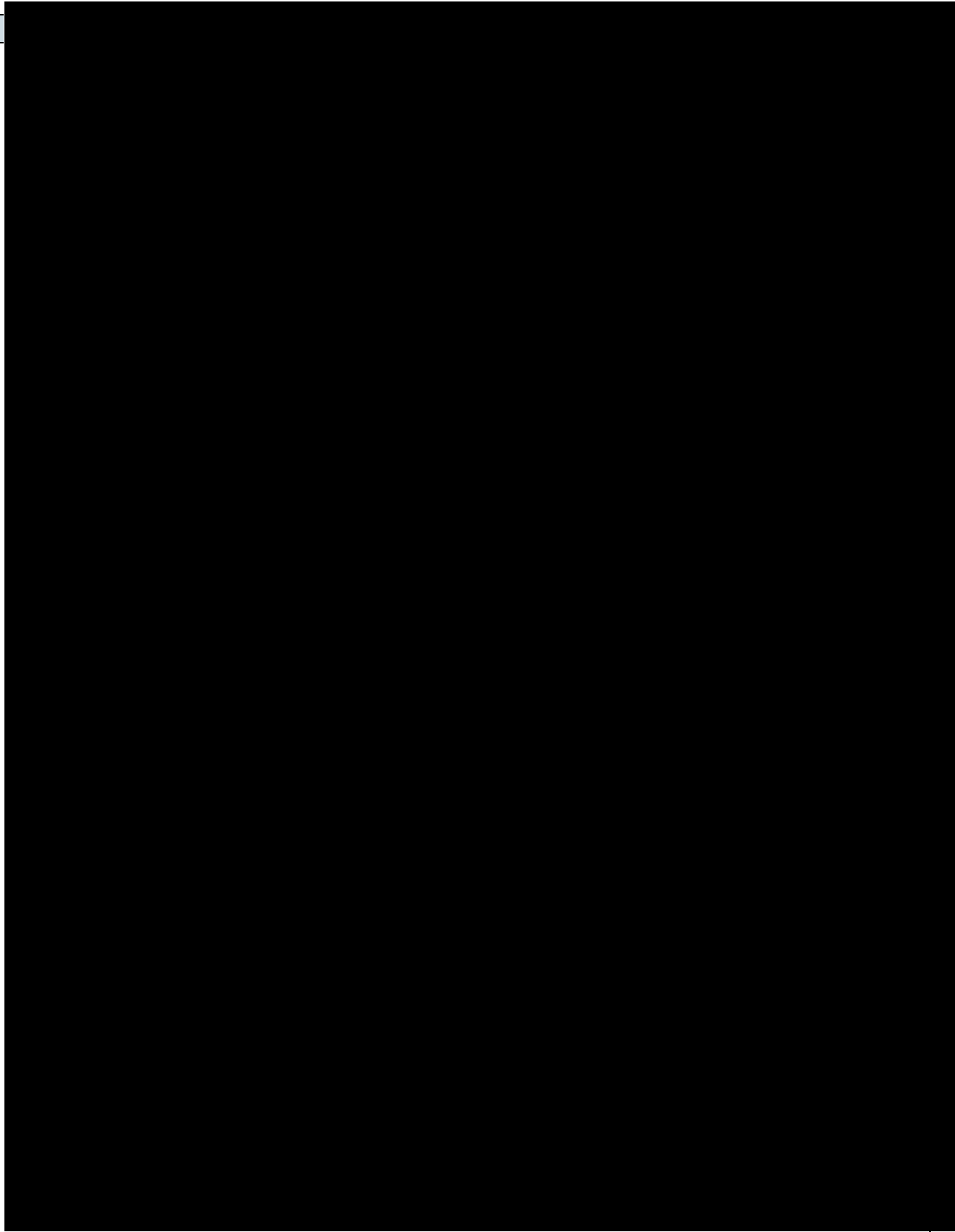


E2 – successful engagement with parents and the local community

Maidstone Primary Academy



Please see the diagrams below for the postcode maps for the Dartford Northern Gateway Primary Academy and Maidstone Primary Academy, respectively.



 Proposed school site for Maidstone Primary Academy and Bearsted Academy

In due course, it is our intention to set up new websites for these proposed academies, linked to the 'forthcoming academies' section of the LAT website. We also propose to begin wider marketing campaigns for both new academies from late 2016 onwards. We

E2 – successful engagement with parents and the local community

consider that it is not necessary to do so any sooner for schools which are not set to open until September 2018 at the earliest and for which LAT does not yet have approval. Such actions would be confusing for the local communities, especially if all other bidders were doing likewise.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

complete the table below; and

provide a short commentary on your plans to manage the pre-opening project.

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

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

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Following communication with [REDACTED], in July 2016, we have received a letter confirming that Leigh Academies Trust has the capacity, experience and expertise to open and successfully operate Stone Lodge Academy, Medway Academy and three further free schools. This communication is included in (**Appendix A**).

[REDACTED]

As both academies will open in September 2018, we intend to run a recruitment process for the Principals (Designate) from September 2017, in the hope that they will be in post by January 2018 or as finances allow. LAT has much successful experience already of recruiting high-quality school leaders. The process will be fully supported by LAT's dedicated HR Director and recruitment team.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

complete the table below; and

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
None	None	None

[Add more lines as appropriate]

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

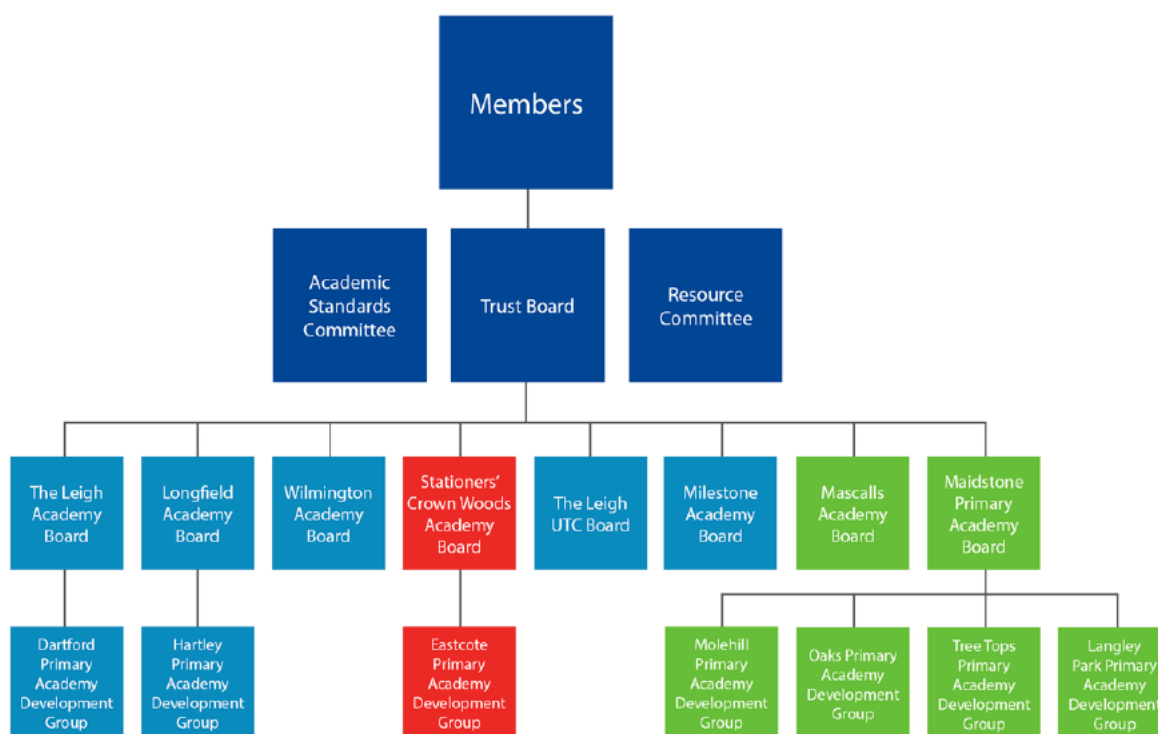
All applicants will need to complete this section in full for each school they wish to open. Please:

use the space provided below; and

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

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

The following provides information on how the Leigh Academies Trust is currently organised.



Dartford Northern Gateway and Maidstone Academies will be academies within Leigh Academies Trust. As an incorporated charity, Leigh Academies Trust is a company that has charitable purposes and its own legal identity. This means that all contracts, land-holdings and agreements will be in the name of the Company and not that of any individual director or member.

The governing document of the Trust is the company's Articles of Association, revised in December 2011. The Articles outline the way that the Trust must be managed, in conjunction with the requirements of company law and charity law. Other governing documents are LAT's four master funding agreements (MFAs). The Trust is registered

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

with Companies House (no. 02336587), but is not required to be registered with the Charity Commission, as it is an exempt charity.

The Trust operates under a Scheme of Delegation, which defines the areas of responsibility for all boards and committees, the Trust Executive and Academy Principals. The document is reviewed annually by all stakeholder groups and published widely. All committees have their own terms of reference.

Trust Members: The Trust follows company format; it has Members (who would ordinarily be the shareholders) and Directors (who are also trustees for the purposes of charity law). The Articles outline who the Members should be (or their representatives).

The Members of the Trust are:

██████████	██████████	██████████
██████████	██████████	██████████

The Members of the Trust have limited liability. They also have specific rights and obligations under company law - e.g. to amend the Articles (subject to Secretary of State approval), receive audited accounts and appoint certain categories of Directors.

Trust Directors: Directors are responsible for the general control and strategic direction of the Trust and delegate the day-to-day management of the Trust to the Executive team. The Board acts collectively - i.e. decisions taken are based on the majority vote. No one director has more or less responsibility than another.

The Directors have responsibilities (and duties of care) under company law and charity law, but, in essence, they must ensure that the Trust is well run, solvent and carries out its activities in accordance with the objects as outlined in the Articles of Association. In addition, they have fiduciary duties and must act in the best interests of the Trust, declaring any actual or potential conflicts of interest, as well as protecting the assets and reputation of the Company.

The format of the board of Directors (or Trust Board) is outlined in the Articles of Association; Directors may be co-opted, appointed or elected. The chair of each Academy Board is a Director of the Trust, therefore ensuring a direct link between the Trust Board and the governors of each academy.

Audit Committee: The members comprise both Company Members and Directors, the former being in the majority to provide independent scrutiny. The main purpose is to review the Statutory Accounts before the Annual General Meeting of the Members.

Resources Committee (RC): The members are appointed by the Directors. The RC scrutinises the finances of the Trust, as well as having oversight of business, human

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

resources and IT services across the Trust. It makes recommendations relating to the annual budget to the Trust Board.

Academic Standards Committee (ASC): The members are appointed by the Directors. The ASC scrutinises the overall educational performance and strategy of the Trust, as well as cross-Trust educational services such business partnership, inclusive services and the Academy Improvement Team.

Academy Boards: Essentially ‘committees’ of the Trust Board, each with its own terms of reference. These Committees have no liabilities (under charity law and company law) *per se*, unless discharged under delegated authority from the Trust Board in accordance with the Scheme of Delegation. Generally speaking, all activities and decisions of the Academy Boards are ratified by the Trust Board.

The Academy Boards behave in exactly the same way as the governing body of any other school, but it is the responsibility of the Trust Board to ensure that the Academy Board is performing effectively. The Academy Board will act collectively and no member will have any additional authority or responsibility above that of other members, unless delegated by the Trust Board. All Academy Boards contain both parent and staff representatives, who are elected by the relevant constituencies. In some cases, Academy Boards have oversight of both a secondary and a linked primary academy.

Development Groups: These are advisory and monitoring committees, reporting to the Academy Board and providing more dedicated scrutiny of primary academies. Members of each Group are drawn from members of the relevant Academy Board.

Any conflicts of interest are managed carefully. They are declared at the start of each meeting, updated annually and published on Trust and academy websites along with other business interests and attendance records.

- As the Trust continues to grow, it will need to evolve its model of governance. LAT envisages creating Cluster Boards for each of its clusters, operating between the Trust Board and Academy Boards. Their function will primarily be to oversee the educational operations and performance of academies within the cluster. The Chair of each Cluster Board is likely to be the Chair of the lead school within the cluster. Other governors on the Cluster Board will be appointed from academies within the cluster. The Trust Board will become a smaller, strategic entity comprised of 8-9 members. It will include Chairs of Cluster Boards, plus other sponsor-appointed members and the CEO.

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

Not applicable

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

Not applicable

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

Not applicable

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

Applicant type 4: not necessary



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.



Department
for Education

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