



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

**ORSETT HEATH 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](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
<p>12. Have you sent:</p> <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> <p>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?</p> <p>(See guidance for dates and deadlines)</p>	<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 (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:**  (please delete as appropriate)

**Print name:** 

**Date:**

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

# Completing the application form

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

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

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

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

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

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

## Section C – vision

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

Please:

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

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

#### Introduction and rationale for a new school

This Free School - 'Orsett Heath Academy' - will provide 1200 pupil places, when at capacity, with eight forms of entry (240 Pupil Admission Number for each year group). It will be a fully comprehensive 11-16 secondary school serving its local community. The school would open in September 2019.

**Shortage of places** - Thurrock Local authority projections (Pupil Place Plan 2016-2020) show a shortfall of 399 year 7 places by September 2018. This projection includes the presumption that all schools currently undersubscribed will be full by this point. This significant increase in student numbers is clear as these students are currently attending Thurrock primary schools.

**Strong support from parents** - We will replicate the outstanding education provided at William Edwards School at the Orsett Heath Academy which would be located 1.5 miles away from William Edwards. We will help address the significant shortage of places in Thurrock by providing the same excellent provision at Orsett Heath Academy that sees William Edwards' so over subscribed. There is significant support for this school with over 140 local parents having pledged support for a new school providing a William Edwards style education in the first two months of consultation. William Edwards has received more than 300 1<sup>st</sup> choice applications for 240 places for the last 3 years and more than 800 total applications in each of those years. As a partner school to Orsett Heath Academy, William Edwards will provide the trust and confidence within the community as it has a well established reputation of excellence.

**Low educational standards in local schools** - The closest secondary school to the proposed site has historically underperformed and is not the choice of parents. Hathaway Academy has received fewer than 70 first place applications each year for the last 5 years for the 180 places available. Outcomes for students remain low with negative progress 8 scores in 2015 and 2016, and only 35% of students achieving a C grade in English and Maths and just 2% achieving EBacc in 2016.

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

### **THE SWECET VISION**

Our vision is to educate, empower and inspire generations of children through a network of outstanding schools that are recognised at a local, regional and national level as being the absolute benchmark in excellent teaching and learning.

Our schools will be recognised as the most forward thinking and innovative organisations within the communities that they serve, and all children will leave our care as well rounded individuals who have achieved high levels of academic success and are well prepared for life in modern Britain.

SWECET currently comprises three ‘Good’ primary schools (Chadwell St Mary, Deneholm and Stifford Clays) and one ‘Outstanding’ secondary school, William Edwards. Stifford Clays primary school is sponsored by the Trust and moved from RI to a strong ‘Good’ judgement in March 2016, one year after joining the trust. The school had only ever previously been judged as satisfactory or RI.

The growth plans for the Trust are modest but realistic. We anticipate a further Secondary School – Marshalls Park (RI) joining in 2017 as a sponsored academy and the proposed secondary free school, if successful, in 2019. The Trust will then comprise six schools and the focus is on securing good education provision in all schools with the majority outstanding by 2020.

We want all of our schools to be continually striving to be better. Our current secondary school, William Edwards, won Educational Establishment of the Year at the Educational Resources Awards 2014 for its development of a bespoke teacher planning app and the Secretary of State mentioned this innovative work in an address at BETT in 2015. William Edwards was also a finalist in the BETT Educational Innovation category for classroom redesign and pedagogy development at the school and the school has presented three times at the SSAT Achievement Show about its innovative work. This type of educational thought and challenge is central to the teacher training programme led by the Thurrock Teaching School Alliance based at William Edwards. All new staff at Orsett Heath Academy will be developed using this programme.

#### **The Education Vision for Orsett Heath Academy**

Orsett Heath Academy will be characterised by its passionate and unrelenting drive to ensure that every one of its students makes extraordinary progress, achieves exceptional standards and realises his or her huge potential. This will take place within an academy where best practice is commonplace, which prides itself at being at the cutting edge of innovation and next practice. It will have a strong culture of performance through sport and the arts that is enhanced by its unique proposed location.

The very strongest student outcomes will be secured by ensuring four crucial cornerstones are in place:

1. **Strong curriculum** – A broad and balanced, differentiated curriculum offer that is flexible and takes account of the individual cohort context. Relevance of the

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

curriculum is highlighted through strong partnership arrangements with local and regional business. The importance of MFL for example is reinforced through visiting speakers from Dubai Port World talking about the global trade through the port.

2. **Teaching & Learning** – Recruiting, training and retaining the very best teachers to ensure that pupils are receiving the very best learning experience. All teaching staff will have a career coach and access to high quality professional development through our Teaching School Alliance including: Improving Teacher Programme and Outstanding Teacher Programme licensed by the National College and NQT+1, Early Leadership, Developing Leadership and Widening Leadership run through the Institute of Education.
3. **Assessment and target setting** – Student progress is tracked and assessed every half term against individual flightpaths set according FFT 5 benchmarks. Robust intervention is put in place as soon as a child falls away from their flightpath.
4. **Culture and ethos** – A strong enrichment offer to ensure every child feels valued and is provided with opportunities to uncover, develop and celebrate their greatest talents. All students will have the opportunity to complete their Duke of Edinburgh Bronze award in year 9, students will represent the Academy on the community forum and we will have wide reaching membership and support of all local sporting clubs with feeder links to Thurrock Harriers and Thurrock Rugby Club. The proposed location of the school provides a unique opportunity to develop a sporting hub of excellence in Thurrock.

Parents and the community will understand and appreciate the values we will instil into our students, and support us with this. Parents will be fully aware of our vision and our offer to students. Local members of the community will be involved in the Governing Body prior to set-up. Local stakeholders and members of the business community have already been consulted widely, and we have significant support.

We want Orsett Heath Academy, through its curriculum and ethos, to encapsulate all that is positive in Thurrock – that is: its sporting and cultural heritage; its commercial growth; and its strong links with the Arts through the Royal Opera House production park. Our vision is for an outstanding academy that reflects the positive virtues of the borough and the South West Essex Community Education Trust, and the curriculum will reflect this. We will embrace excellence in sport and the arts and provide high standards, outstanding opportunities and high levels of employability for our pupils.

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.

	<b>Current number of pupils (if applicable)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7			240	240	240	240	240	
Year 8				240	240	240	240	
Year 9					240	240	240	
Year 10						240	240	
Year 11							240	
Year 12								
Year 13								
Totals			240	480	720	960	1200	

## 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 Fortnight	Mandatory/ Voluntary	Comments
English	7 -10	Mandatory	Dependent upon year group and ability. For example, pupils entering Year 7 who are not 'Secondary ready' will have 10 hours compared to 7 for those with high reading and writing KS2 standardised scores. GCSE pupils have 8 hours to cover Language & Literature
Maths	7 - 8	Mandatory	Dependent upon year group and ability. See English example comment above
Science	6 – 9	Mandatory	Dependent upon year group and ability. Pupils at GCSE will follow either a Double Science pathway or a Triple Science pathway. A small group of pupils in Years 7 & 8 will follow a more STEM focused curriculum based upon interest and ability.
History	2 – 5	Mandatory in years 7 & 8.	Dependent upon year group and ability. GCSE pupils choose between History & Geography to support EBACC
Geography	2-5	Mandatory in years 7 & 8.	Dependent upon year group and ability. GCSE pupils choose between History & Geography to

			support EBACC
Modern Foreign Languages	2-5	Mandatory in years 7 & 8 and at GCSE for 75% of cohort following the EBACC pathway.	French or German offered on yearly rotation basis. 75% of pupil currently choose a language to continue studying at GCSE. We expect this to rise to 95% by 2020.
Computer Science	1 – 5	Mandatory (at KS3) Voluntary (option choice at KS4)	In years 7 & 8 pupils will have 1 or 2 hours per fortnight rising to 5 hours if it is chosen as a GCSE option.
Physical Education	5	Mandatory with a GCSE Option in addition to core time	All pupils will have 5 hours of physical education for their full 5 years each fortnight. This reflects the 'sporting hub' identity of the school.
Cross-Curricular Study Skills	5	Mandatory in Year 7	Mixed-ability Year 7 curriculum subject only. Emphasis is on developing personal skills which support academic and school life. Focus upon developing resilience, independence and learning strategies.
Art	2-5	Mandatory in years 7 & 8	Dependent upon year group. GCSE option subject
Drama	2-5	Mandatory in years 7 & 8	Dependent upon year group. GCSE option subject
Dance	1-5	Mandatory in years 7 & 8 as part of PE activities rotation	Offered as GCSE option subject. In KS4 offered as a choice as part of statutory PE
Music	2 -5	Mandatory in years 7 & 8	Offered as GCSE option subject. Individual tuition offered from Year 7



Technology (including STEM)	2-5	Mandatory in years 7 & 8	At KS3 pupils will rotate between resistant materials, product design and graphics. STEM will be offered to a small cohort in years 7 & 8 with an interest / aptitude in engineering. Product Design will be offered at GCSE
Food & Nutrition	2-5	Mandatory in years 7 & 8	Dependent upon year group. Offered as a GCSE option and in KS4 as part of enrichment activities / life skills programme.
Media Studies	5	Voluntary	Offered as a GCSE option. Aspects of the GCSE course will be addressed in KS3 English course.
Sociology	5	Voluntary	Offered as a GCSE option
Religious Studies	2-5	Mandatory	One hour per week throughout the five years. Offered as a GCSE option.
Photography	5	Voluntary	Offered as a GCSE option. Medium would also feature in KS3 Art course.
Business Studies	5	Voluntary	Offered as a GCSE option. Coverage in KS3 via enterprise days, career days and other enrichment activities.
BTEC offer (Construction, Sport & Performance, Music Technology)	5	Voluntary	Small BTEC offer of 3 subjects to complement GCSE options. One BTEC choice will be offered to the 25% of pupils who do not follow the EBACC pathway.
Duke of Edinburgh Award Scheme	1	Mandatory (in Year 9) Voluntary in years 10 & 11	Year 9 pupils will follow DofE Bronze award as part of their enrichment / life skills programme. They can choose to continue as an extra-curricular offer in years 10 & 11
PSHE / SMSC	1.5	Mandatory	Offered as part of the tutor programme over 5 mornings to all

			pupils. In addition, Year 8 pupils will have an additional 1 hour per fortnight as part of their enrichment programme. All Year groups will have 2 or 3 themed days each academic year to support delivery.
World of work / Career & future education	Varies	Mandatory	Delivered via tutor programme and themed days offered throughout the year.
Clubs	Varies	Voluntary	Wide range of sporting, performing arts and academic clubs throughout the week. Before and after school programme.
SEND Provision – Curriculum modification	Varies	Mandatory (for relevant pupils)	Dependent upon pupil / need / EHCP. SEND provision will include Accelerated Reader Programme, Catch Up Literacy and Numeracy programmes and in class support. Bespoke programmes will be delivered to address speech and language difficulties, dyslexia and diagnoses affecting social communication. Behaviour for learning programmes will be designed to support pupils in achieving independence, and where necessary adaptations will be made to the curriculum to support those with medical needs.

[Add more lines as appropriate]

## The School Day

The following times will be scheduled for the school day (please note, when at capacity, the lunch time will be different for Key Stage 3 and Key Stage 4);

- 08:35 Registration and Tutor Time
- 08.55 Period 1
- 09.55 Period 2
- 10.55 Break
- 11.20 Period 3
- 12.20 Period 4
- 13.20 Lunch
- 13.50 Period 5
- 14.50 Tutor Time / Assembly / Intervention
- 15.05 (15.20 on Mondays)

All pupils will have five one hour lessons. The 15.20 finish on a Monday allows focussed intervention, enrichment and early start sports clubs to flourish. This ensures a 30 minute enrichment session to be provided every week for every child.

**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**

#### **Rationale for the Curriculum**

Orsett Heath Academy will follow the outstanding practice of William Edwards. Sport and the Arts will provide inspiration and motivation along with a strong ethos of high performance. A strong enrichment programme will be prevalent. The intention is to replicate the strong curriculum provision at William Edwards in every regard. Development of the curriculum model will be consistent across the two schools with strong collaboration being the norm.

#### **Student Profile**

The evidence from Thurrock Borough Council shows that the profile of students likely to attend The Orsett Heath Academy will be similar to that found in the other Trust Schools and those across Thurrock. The student intake will largely come from similar schools to those that feed William Edwards. The significant increase in the primary population means that William Edwards and other secondary schools do not

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

collectively have enough places currently to accommodate them.

<b>William Edwards student composition</b>			
Cohort	Yr7	Yr11	All
NOR	240 (100%)	228 (100%)	1205 (100%)
Boys	126 (52.50)	146 (64.04)	679 (57.06)
Girls	114 (47.50)	82 (35.96)	511 (42.94)
PP	35 (14.58)	34 (14.91)	202 (16.97)
Ever 6	33 (13.75)	33 (14.47)	195 (16.39)
FSM	18 (7.50)	19 (8.33)	104 (8.74)
CLA	3 (1.25)	0 (0.00)	11 (0.92)
EAL	19 (8.33)	18 (7.50)	100 (8.40)
EHCP	5 (2.08)	2 (0.88)	16 (1.34)
SEN K	33 (13.75)	15 (6.58)	100 (8.40)
All SEN	38 (15.83)	17 (7.46)	116 (9.75)

The student intake at Orsett Heath Academy will likely be characterised by achievement at KS2 which is below national average for attainment and progress in English and maths. This assumes the current picture remains consistent. The profile of students in relation to EAL, CLA, gender and ethnicity will be very similar as at William Edwards given that the cohort will be drawn largely from the same primary schools and locality.

For 2016 in Thurrock, the combined percentage for pupils achieving the expected standard at KS2 in Reading, Writing and Maths is 51%. This is 2% below the national average. The 2016 data for the primary schools nearest to the proposed site listed below shows a mixed picture which is in line with recent historic performance of those schools. All seven schools are within 1.5 miles of the proposed site. There are extremities of pupil performance masked within this overall picture, and there will be many gifted and talented pupils, as well as SEND pupils, attending Orsett Heath Academy.

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

<b>2016 KS2 results</b>	<b>Year 3 cohort</b>	<b>Reading</b>	<b>Writing (TA)</b>	<b>Maths</b>	<b>GPS</b>	<b>Combined RWM</b>
Little Thurrock	90	64%	59%	65%	71%	44%
Deneholm	60	53%	78%	71%	83%	49%
St Thomas of Canterbury		81%	69%	80%	90%	58%
Stifford Clays	120	67%	77%	76%	80%	54%
Chadwell St Mary	30	69%	83%	90%	76%	62%
Woodside	90	56%	70%	67%	68%	45%
Belmont Castle	90	47%	77%	61%	59%	37%
Average of these schools		62%	73%	73%	75%	50%
Thurrock		62%	75%	67%	72%	50.8%
National		66%	74%	70%	72%	53%

The data suggests that our intention to mirror our SWECET Pathways Curriculum model will be well matched to the needs of the students, including strong provision for early intervention, as in our current school, William Edwards. By building on our existing specialism of Sport, coupled with strong Arts provision, we will use proven expertise to maximise progress for all students in order that they reach their own, their families' and their communities' academic and social aspirations.

We will follow the Thurrock admissions policy, but we hope to attract students with a strong desire to participate, coach, teach and volunteer involvement in the sporting life of the borough. The sporting community has written in and strongly supported our bid, as the Trust has a track record and strong reputation of using sport to inspire our pupils, in terms of both mass participation and at an elite level. Our sports pathway will enable young people to coach and teach sport, train and participate in sport, and look to sports related careers. 10% of the intake will be selected through Sports Aptitude.

**Curriculum distinctions from William Edwards**

Development of the curriculum model will happen in partnership between Orsett Heath and William Edwards schools.

The only distinction with regards to extra-curricular provision is the enhanced sports experiences and opportunities that will be available as a result of the proposed site location. Being situated adjacent to Thurrock Rugby Club and Thurrock Harriers Athletics stadium will allow even closer working relationships with these prominent community sports clubs.

The geographical proximity of the two schools will allow complete synergy with staff training and collaborative working across the schools.

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

### **The Curriculum model**

Key features include:

- The opportunity for 75% of students to take English Baccalaureate subjects currently with the target of 95% by 2020.
- Robust curriculum plans in all subject areas from Year 7 to enable student access to learning experiences which engage and inspire.
- Age appropriate stretch and challenge throughout to ensure maximum progress.
- Appropriate and relevant vocational courses for specific cohorts.
- The extensive range of extra curricular opportunities through the Arts and in sport.
- Working with local businesses in partnership to ensure skill deficits in the local area are addressed.

## **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 current SWECET secondary school, William Edwards, achieves outstanding GCSE results, and was placed 1<sup>st</sup> in the similar schools performance tables for 2013. William Edwards has never been ranked lower than 16 out of 56 in these tables. Our 2016 results are better than 2013, so we anticipate a strong position at the top of the DfE tables again. We will set the same aspirational targets and look to achieve the same outstanding results at Orsett Heath Academy.

Baseline testing will be used to ensure challenging targets are set using FFT 5 benchmarks as a starting point. Students will be assessed every half term to closely monitor progress against those targets, and robust programmes of intervention will be in place for any student that falls below expectation. Standardised assessments at the end of each year will provide another mechanism that ensures students are always working

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

towards their maximum potential. It is very likely that the student intake at Orsett Heath Academy will be very similar to the intake in our current secondary school William Edwards in terms of academic starting point – below average attainment at KS2. The Trust is used to working hard with these children and their families to secure good outcomes and increased life chances.

Our vision and our non-negotiable expectations will guide the ambitious setting of targets at individual student level, class cohort and whole year cohort. These targets will be set using the same measures and benchmarks at both secondary schools to secure consistency and help embed best practice in terms of the processes at Orsett Heath. Ambitious targets for staff performance will also be central to the model.

A Trust ‘tracker’ showing each student’s progress towards end target in all subjects will be produced for each year group as a snapshot of that assessment point. Every student will have their own profile page flagging any areas where they are falling below flightpath in blue. This will be monitored by House Leaders and Subject Leaders and half termly reports will be generated half termly for all senior leaders.

A Progress 8 score of at least +0.3 is a minimum expectation with our first exam cohort at Orsett Heath Academy. The school will target being ranked 1<sup>st</sup> in the Eastern Region family of schools table in exam year 2 and topping DfE similar schools performance tables in year 3.

- **Monitoring and evaluate the impact of the curriculum**

We do this through:

- student outcomes;
- the use of Challenge Partners for external validation and evaluation annually of the effectiveness of our practices, using HMI and Ofsted inspection teams;
- the attitudes students display towards learning which we see in lesson observations, learning walks and in the comments visitors make about them;
- the achievement of our students;
- the wider contribution our students make to the community e.g. through Young Sports Ambassadors and Duke of Edinburgh Award;
- behaviour for learning – aiming for zero fixed term exclusions;
- attendance figures significantly above national average;
- the percentage of students who go on to further education;
- student and parental questionnaires and subject surveys including Ofsted’s Parent View.

The curriculum will be reviewed each year in light of examination syllabus change, relevance to students and local 16+ providers’ entrance requirements.

### **The layers of monitoring**

In the first two years monitoring of standards of teaching at Orsett Heath Academy will be completed in partnership with staff from William Edwards. This will ensure that the same expectations, standards and drive for excellence are embedded from the start. Every new member of staff will have a career coach and mentor who they will meet with at least once every half term to review and support their professional development needs.

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

Curriculum plans, exam boards, behaviour systems, meeting schedules and schemes of study will be mirrored with William Edwards to ensure complete consistency.

We will monitor and evaluate the standards of teaching through:

- a continuing programme of paired observation and structured feedback by department and senior leaders from William Edwards and Orsett Heath;
- the principle designate is a practicing Ofsted inspector in the new framework;
- a structured programme of work scrutiny and feedback conducted by department leaders and quality assured by senior leaders;
- appraisal observations;
- a whole-school programme of internal and external audit of teaching;
- a programme of learning walks with the team leader and a member of the leadership team;
- analysing the quality of teaching and learning as indicated by the audits to ensure we have met our quality of teaching targets and to establish trends;
- reporting on trends for the quality of teaching to governors and trustees.

In order to improve even further the quality of teaching and assessment we will work at whole-school, team level and individual level through:

- providing an effective induction programme for new staff to ensure they are familiar with expectations for the quality of teaching in the school;
- providing effective training and induction for Newly Qualified Teachers and recently qualified teachers to ensure they enter the profession with clear expectations for the quality of their teaching and they are supported to develop outstanding practice;
- the school's appraisal procedures, ensuring that all staff have clear, individualised objectives for improving the quality of their teaching and that they are supported within the school's line management and appraisal structures to review progress towards and meeting of their objectives;
- a programme of targeted interventions for individual teachers whose teaching needs to improve;
- the implementation of the Outstanding Teacher Programme and the Improving Teacher Programme targeted at groups of teachers;
- developing the capacity of middle leaders to be effective leaders of teaching and learning through the Middle Leadership Development Programme, Teaching Leaders on Demand and other professional development opportunities;
- targeted interventions with subject and/or year teams where audit outcomes identify whole-team issues;
- a programme of professional development which has the improvement in the quality of teaching at its heart;
- a programme of Research and Development aimed at developing outstanding joint practice research;
- working with partners in the Thurrock Teaching School Alliance and the Challenge Partnership to develop initiatives to review and improve the quality of teaching in all our schools.



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

### Support to ensure the quality of teaching and subject leadership

As an established Teaching School Alliance (Thurrock Teaching School Alliance) we are well placed to provide high quality training and support for all staff and to assure the highest levels of engagement in professional practice. At Orsett Heath Academy we will aim for 95%+ of teaching to be good or outstanding, and this will be based upon termly observations, general monitoring to ensure typicality and also, looking at pupil progress data, as evidence for teacher grades and performance.

We have a strong foundation of excellence in;

- Initial Teacher Education (ITE)
- Professional Development (TTSA)
  - Delivery of Specialist Leader in Education Training
  - Delivery of Improving and Outstanding Teacher Programmes
  - Licensed assessor for NQT induction
  - A licenced partner in the delivery of NPQML, NPQSL and NPQH
- School-to-school support

### The leadership and management of assessment

Orsett Heath and William Edwards will have a shared data manager and systems monitored by the senior teams at both schools and ultimately the CEO and Trust Board. The CEO will provide support to the Principal to ensure systems and processes are embedded quickly and robustly. Data reports and assessment cycles will be completely synchronised through a shared assessment cycle and calendar as will reports to the CEO and Trust Board.

**Governors:** the Local Governing body will be appointed in order to actively contribute to and scrutinise standards. They will report and be accountable to the Trust Board standards and educational outcomes. The CEO will attend all Local Governing Body meetings at Orsett Heath indefinitely. They will scrutinise the progress and achievements of the school through analysis of data and detailed reports from the Principal and senior leaders and at local governing body meetings. Governors will be encouraged to visit the school regularly during the day to see progress and achievement for themselves and triangulate data presented by the Principal and others.

## 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

Details of the staffing structure are set out below, showing how it will build over time as the school moves to full capacity. We have fully modelled the staffing structure to ensure it is financially viable.

#### Orsett Heath Academy staffing structure – building the model 2019 to 2023

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Leadership</b>					
Principal	1.0	1.0	1.0	1.0	1.0
Vice Principal/curriculum		1.0	1.0	1.0	1.0
Assistant Principals	1.0	1.0	2.0	3.0	5.0
<b>Teaching Staff*</b>					
Teachers including core subject leaders in year 1	7.0	16.0	29.5	44.0	56.0
Separate TLRs – year leaders/ Teaching and learning lead.	1.0	4.0	13.5	15.0	18.0
<b>Educational Support (fte)</b>					
HLTA	2.4	2.4	4.0	4.0	4.0
Student support (TAs)	2.3	4.1	7.6	9.2	10.6
Attendance & Welfare			0.8	0.8	0.8
Librarian		0.5	0.8	0.8	0.8
Cover Supervisor		0.5	0.8	0.8	0.8
IAG Manager			0.8	0.8	0.8
Technicians	0.5	0.5	2.4	4.8	4.8
Pastoral support	0.5	1.0	2.0	2.0	3.0
<b>Administration</b>					
Office Manager	1.0	1.0	1.0	1.0	1.0
Finance officer	1.0	1.0	1.0	1.0	1.0
HR officer				1.0	1.0
Admin (inc receptionists)	0.8	0.8	2.4	3.2	3.2
ICT /Network Manager	0.5	0.8	0.5	0.5	0.5
Data Processor	0.5	0.8	0.5	0.5	0.5
Exams Manager			0.8	0.8	0.8
ICT Technician				0.8	0.8
<b>Premises</b>					
Site Agent	1.0	1.0	1.0	1.0	1.0
Caretaker/cleaner		2.4	3.2	3.2	3.2

\*At least 5 of the 7 teaching posts in year one will be filled by experienced teachers

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

from William Edwards. AHT posts will be filled with experienced subject leaders that have completed the NPQSL. All senior staff will have a teaching commitment in year 1.

Orsett Heath Academy will have a successful, sustainable and efficient model of staffing and will ensure that the same high levels of teaching and education are delivered as at William Edwards. The staffing structure mirrors that of William Edwards School.

We have made or are in the process of making the following appointments to provide capacity within a growing trust.

**Chief Operating officer** - Key role in managing the finances, expansion of the Trust, its estate, and its day-to-day operations supporting the CEO. The COO, in effect, liaises with the EFA and project manages the new school alongside the CEO.

**Directors of English and Maths** – These posts are not yet filled but strong candidates have been identified with strong succession plans in place.

**SENCO** - We believe the SENCO is a key strategic member of senior staff in school in helping to promote inclusion and achievement. They will hold the national SENCO Training Award and will ensure 2015 legislation relating to special educational needs/disabilities is fully embedded into school practice. South West Essex Community Education Trust has a cross-site SEND senior leader to support this.

**The appointment of six Specialist Leaders in Education** - These will support the school-to-school support work of the Trust, and create capacity. These staff will teach four days per week within the Trust, and support the set-up of the Free School. This will provide the potential capacity for our new leadership team in Orsett Heath Academy. The Trust has SLEs for; English, Maths, Science, MfL and Humanities with further appointments in Teaching and Learning and Pastoral yet to be finalised.

#### **Building the model over time**

During the opening years of the school, all appointed staff will be required to be flexible in their tasks and duties. The Principal will not have a Vice Principal until year two, although he will be supported by an Assistant Principal to cover quality of teaching, student welfare and child protection. Additional support will be given to the Principal through the additional capacity available through the Chief Executive, directors of maths and English and the team of SLEs.

As the school expands, the leadership team roles will become more defined, allowing staff to excel in their specialist areas. The Head of English, Mathematics, Science, PE, Humanities and MfL will be in place from year one. It is expected that these teachers will lead and support the teaching of the other subjects in year one and two.

Orsett Heath Academy will be part of SWECET enabling the sharing of expertise across the Trust. As the Orsett Heath Academy will also be part of the Thurrock Teaching School Alliance there is extra capacity in place through our core SLEs to develop, support and train staff. There will be a balance of experienced subject leaders and year 2/3 teachers making up the initial staffing of Orsett Heath, including some current William Edwards colleagues with a proven track record.

## **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**

Schools in the South West Essex Community Education Trust have strong and established programmes for teaching British values and anti-radicalisation. This is especially relevant in Thurrock given the historically high levels of support for the British National Party.

#### **Community Cohesion**

The school will actively promote community cohesion and seek to eliminate the socio-economic issues within Thurrock of racial intolerance, radicalisation and other aspects of social injustice. The linking together of the existing SWECET schools with our new academy and its intake, will enable our students to have a greater understanding of true multi-culturalism and help to reduce the polarisation of any groups within the community.

We recognise that 'Community' has a number of dimensions in this context:

- the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to Thurrock and our local authority area within which we are located;
- the UK community – all schools are by definition part of this community;
- the global community – formed by international links.

This will be achieved through:

- the SWECET Prevent Strategy, which is updated annually by one of our Headteachers who delivers training across the region on behalf of the Metropolitan police;
- the use of the school premises for community purposes e.g. the many sport, music and community groups. The proposed location for Orsett Academy is adjacent to Thurrock Rugby Club and Thurrock Harriers Athletics stadium. The new Academy would be central to this community hub of sporting excellence;
- the study of Religious Education and PSHCE which is compulsory for all students;
- a dedicated pastoral support team that provides support to new arrivals to the country, including asylum seekers;

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

- charity events and fundraising run by the School Council , Year Teams and Houses;
- students leadership work with local primary schools in delivering festivals and lessons(e.g. sports, ICT and music and STEM).

Thurrock is increasingly a multi-cultural borough, and we will embrace this diversity, whilst promoting British values – in a way that we have been so successful in doing in our other schools. This will be delivered through an excellent PSHE and RE programme that will promote tolerance, understanding and respect which underpins everything.

Admissions to the school will be managed through the Local Authority, and we will be a mixed-sex fully comprehensive school.

Religious Education will be taught for one hour per week, using the locally agreed syllabus, and following National Curriculum guidance.

#### **Spiritual, Moral, Social and Cultural Development**

Across the Trust, spiritual, moral and cultural education is embodied in its aims and vision. This will be mirrored in the Orsett Heath Academy.

It will be promoted in a variety of ways including:

- the subject and pastoral curriculum;
- excellent support and guidance;
- carefully planned and delivered assemblies;
- our programme for PSHCE and SMSC is delivered through tutor time (20 minutes daily, full year 8 enrichment programme and 3 focus days through the year for all year groups);
- our careers education, enterprise and work experience programme.

Through this overarching aspect of the curriculum all students will be aware of different forms of bullying, including cyber-bullying and prejudice-based bullying (including transphobic, homophobic, sexist, racist and disability based) and what the school's policy is concerning this. Parents will also be engaged in these issues through information evenings and social media and have access to all school policies on the school website.

The new Orsett Heath Academy will also widen the opportunities for existing students within the SWECET to gain greater understanding and appreciation of other communities that exist within Thurrock.

The curriculum will be designed in line with the SWECET vision. This will include helping every student to become someone who:

- enjoys learning, now and in the future and is well-prepared for life after school ,always striving to achieve the very best in everything they do (vitality, competence, professionalism and resilience, articulacy and artistry);
- thinks carefully about the consequences of their actions on other people and has the knowledge, understanding and skills to be a responsible citizen and lead a successful and happy life regardless of where they live (integrity, compassion, understanding and tolerance).

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

Orsett Heath Academy will explicitly promote a tolerant, equal, democratic, British community. This is specifically addressed in the taught curriculum through the ideas of Britain as a democratic society, students as members of that society and through the ideas of tolerance and equality, (RE National Curriculum – Thurrock Agreed Syllabus - and Citizenship). The ethos and values of the school promoted through PSCHE and SMSC strengthen and support this view.

However, we will continue to be relentless in our high educational standards, just as we are with our current secondary school. A strong focus on pupil performance, knowing the children, having very structured teaching and learning environments and high quality leadership explain why the pupils within the South West Essex Community Education Trust make progress at a far better rate than many other schools in the area – this will be replicated and enhanced at Orsett Heath Academy.

## Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

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

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

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

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

This Free School - 'Orsett Heath Academy' - will provide 1200 pupil places, when at capacity, with 240 Pupil Admission Number for each year group.

Thurrock Borough Council has identified a need for at least one new co-educational secondary school in the borough in addition to the approved Harris Free School. Thurrock's biggest challenge, in terms of school capacity, is in the secondary sector. The Council's pupil projections show that secondary numbers are forecast to increase significantly between January 2015 and January 2020. Therefore, there is a compelling narrative, based on pupil numbers alone, that *at least* one (in addition to the Harris Free School) new school is essential in Thurrock – these pupils are already in primary schools in Thurrock.

#### **Background:**

Between 2010 and 2015 there has been a 19% increase in primary places in Thurrock; this translates into 3350 additional primary school places. The increase between 2012 and 2016 is 29% which indicates an even greater demand. The expansion of school places in the primary sector will need to be replicated in the secondary sector as these children transition to Key Stage 3.

Thurrock's population is 157,700, having grown by over 22.5% since 1990. Thurrock has a young population by national standards. There are 42,800 children under the age of 19 (26.8% of population) and 12,100 children are under the age of five. The number of 0 -19 year olds in Thurrock is set to increase to 50,500 by 2037.

#### **Current Position:**

The proposed school site is well situated in the central planning area of Thurrock and would be well placed to serve the whole borough.

The secondary sector in central Thurrock is served by Grays Convent, Harris Academy, The Gateway, Hathaway & William Edwards – William Edwards and Harris are



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

significantly oversubscribed with lengthy waiting lists. This has been the position for both schools for more than 5 years. Projections show that without the addition of a significant number of secondary places 8 out of 10 secondary schools in Thurrock will be oversubscribed in 2016 and that demand for places will continue to rise every year through to 2020.

West Planning Area		YEAR 7 FORECAST				
School	PAN	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
Ormiston Park Academy	180	138	142	132	115	118
The Ockendon Academy	210	243	238	266	266	274
In Year Admissions		24	24	27	27	27
	390	381	380	398	381	392
Central Planning Area		YEAR 7 FORECAST				
School	PAN	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
Grays Convent	124	119	117	131	131	135
Harris Academy Chafford Hundred	180	196	192	207	208	213
The Gateway Academy	210	222	219	246	239	246
The Hathaway Academy	180	194	195	216	202	208
William Edwards	250	257	255	273	271	278
In Year Admissions		67	66	73	74	76
	944	1,055	1,044	1,146	1,125	1,156
East Planning Area		YEAR 7 FORECAST				
School	PAN	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
Gable Hall	272	303	318	352	311	320
Hassenbrook Academy	110	114	112	125	125	129
St Clere's	231	260	263	276	264	271
In Year Admissions		45	44	49	49	50
	613	722	737	802	749	770

TOTALS	PAN	Sep-16	Sep-17	Sep-18	Sep-19	Sep-20
SECONDARY NUMBERS	9,425	9,591	9,920	10,385	10,697	11,020
In Year Admissions		621	640	674	700	721
	9,425	10,212	10,560	11,059	11,397	11,741

The table above demonstrates the pupil place shortage that faces the secondary sector in Thurrock.

By September 2018 there will be a shortfall of 399 places in year 7. 202 of those are in the central area where we are proposing to locate Orsett Heath Academy, 189 in the East and 8 in the West. These numbers, however, do not factor in the significant house building programmes that are in the planning or approval stage across Thurrock. This significant housing investment in Thurrock, linked to Thames Gateway investment like Dubai Port World, helps explain why the pupil place planning numbers present a best case scenario. In reality more places than outlined above will be needed.

The recent announcement that a Harris Free School has been approved and found a site in Purfleet (West Thurrock) will only partly address the shortage of school places with an initial proposed intake of 120, rising to 180. There remains a strong need for at least one new co-educational secondary school in central Thurrock.

There is strong demand for a place within the South West Essex Community Education



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

Trust secondary school, William Edwards, with the last published figures for preferences into William Edwards being 850 total applications for 240 places.

#### Reputation and high standards

William Edwards is the only school or academy in Thurrock to receive over 300 1<sup>st</sup> choice applications for the last three years. It has a very strong reputation in the community and is synonymous with success, supported by its national reputation for sporting excellence and educational innovation.

The table below shows the number of 1<sup>st</sup> place applications received by all schools and academies in Thurrock over the last three years. It also shows attainment for 5A\*-C including English and Maths and the % of students achieving EBacc for the same period.

	Ofs	1 <sup>st</sup> Choice applications			5 A*-C inc EM		E&M Basics	EBacc		
		2014	2015	2016	2014	2015	2016	2014	2015	2016
Thurrock Average	---	---	---	---	58%	53%	---	21%	23%	---
National Average										
Harris Academy	1	293	330	366	92%	84%	84%	26%	38%	60%
<b>William Edwards</b>	<b>1</b>	<b>310</b>	<b>303</b>	<b>313</b>	<b>60%*</b>	<b>58%</b>	<b>73%</b>	<b>24%</b>	<b>34%</b>	<b>37%</b>
St Cleres School	2	223	282	250	62%	49%	78%	30%	30%	29%
Ockendon Academy	2	188	205	224	50%	46%	55%	16%	13%	5%
Gateway Academy	1	172	206	217	45%	38%	52%	2%	4%	7%
Gable Hall	2	241	275	204	72%	58%	61%	39%	28%	36%
Grays Convent	2	63	61	75	63%	70%	69%	25%	44%	39%
Ormiston Park Academy	3	82	69	74	33%	40%	48%	9%	2%	15%
Hathaway Academy	2	55	59	68	46%	46%	35%	9%	7%	2%
Hassenbrook	4	54	42	52	44%	48%	32%	12%	20%	27%

\*represents first entry results. Best entry for 2014 was 67%.

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

### Lack of Quality Provision in Choice, Underperforming Local Schools

It is of significant concern that in 2016, two of Thurrock's central area secondary schools and academies fell below the national average for English and Maths and EBacc.

William Edward School (SWECET) has consistently produced attainment that is well above national average with an intake that starts below national average on entry, is on average 60% male, and 90% White British ethnicity.

William Edwards has maintained its Outstanding Ofsted rating since 2010, was named Educational Establishment of the year for 2014 and was a BETT innovation finalist in 2015.

On visiting the school in December 2014 the Secretary of State for Education, the Rt Hon Nicky Morgan said:

*"It was fabulous to go and see such an outstanding school"*

### We want to replicate this excellence at Orsett Heath Academy.

It is this excellent provision and reputation coupled with poor alternative provision locally, that fuels the unsustainable and growing appeals situation at William Edwards.

Appeals	Year
42	2016
36	2015
31	2014

### Ambition

The trust firmly believes that we can improve further on the Outstanding provision at William Edwards with the offer at Orsett Heath Academy and contribute to the raising of educational standards across Thurrock.

We wish to establish another high achieving outstanding school that Thurrock is proud of – offering outstanding life chances to all youngsters of any background – regardless of race, sex or religious belief. The school will be high performing, and with a focus on sport and the Arts. The SWECET team has the track record and desire to deliver this once in a generation opportunity. We believe this is an opportunity for pupils to receive an outstanding 'South West Essex Community Education Trust' experience.

Thurrock Borough Council has identified a need for at least one new co-educational secondary school in the borough. Thurrock's biggest challenge, in terms of school capacity, is in the secondary sector. Therefore, there is a compelling narrative, based on pupil numbers, educational provision and parental demand that another Free School is absolutely essential in Thurrock – these pupils are already in primary schools.

The local authority Pupil Place Plan 2016-2020 can be found at:

<https://www.thurrock.gov.uk/pupil-place-planning/overview>

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

We have now completed two successful community consultation events that were very well attended and received numerous letters of support following meetings with other stakeholders. Community consultation meetings were held at 7pm on the 16<sup>th</sup> July and 13<sup>th</sup> September 2016 with more than 100 attendees across the two events.

We have set up a survey to capture parental interest, and allow them to register their interest.

<https://www.surveymonkey.co.uk/r/newschoolfeedback>

A summary of the 145 responses at the time of submission is included in the annexes.

We have engaged with the local parents at the main primary schools in the central area. We have distributed 5,000 high quality leaflets to five primary schools and community groups within the area, and we will continue to consult throughout 2016/17. In the last four weeks, a great deal of consultation has been achieved and will continue. The feedback from all parties is positive.

Flyer/leaflet is included at the end of this application and is available at

<http://williamedwards.org.uk/freeschoolbid/>

We have produced extensive information for the local community and will be implementing a full marketing plan between September 2016 and December 2017.

We have consulted and met with a number of stakeholders:

- local Businesses;
- all the secondary Heads in Thurrock;
- all the primary Heads in Thurrock;
- the Thurrock Borough education department and lead;
- local Sports bodies for football, netball, rugby and athletics;
- religious groups and churches;
- community groups.

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

The key areas for activity for engagement and consultation will include and have included:

1. Target at appropriate parents and carers. A four page leaflet to parents of pupils in Years reception 1, 2 and 3. This has been distributed through primary schools, with eight primaries targeted for the first leaflet drop. Full parent evenings are planned for November for all central primary schools, and we will place an article in all trust primary newsletters home. Parents are directed to both [www.swecet.org](http://www.swecet.org) and [www.williamedwards.org.uk](http://www.williamedwards.org.uk) for further information.
2. Public Relations activity. Keeping the public up-to-date and well-informed through local newspaper editorial and radio station interviews.
3. Attendance at local community events, twitter, Facebook, adverts and articles, to help support the public.  
Twitter account is: #OHAUpdates
4. An information and networking evening for key local businesses, looking for support and added value to our offer. Information distributed through the Chamber of Commerce. This is planned for December 2016.
5. Local opinion formers. Our CEO has already met with the Education portfolio holder at Thurrock Council and Director of Children's Services – and has their support.
6. We have met or been supported by:
  - local Businesses;
  - secondary heads in Thurrock;
  - local primary heads;
  - thurrock borough council senior officials and elected members;
  - local sports clubs;
  - community groups.

In addition to the letters included in the annexe, further letters of support will be forthcoming from the organisations listed below that are pending, following board, committee or governor meetings:

- Thurrock Harriers Athletics Club –[www.thurrockharriers.com](http://www.thurrockharriers.com)
- Thurrock Rugby Club – [www.Thurrockrfc.com](http://www.Thurrockrfc.com)
- Thurrock Lifestyles solutions - <http://www.choiceandcontrol.co.uk/index.php>
- Quarry Hill Academy
- Thurrock Islamic Education and Cultural Association  
<http://mosque.alkabah.co.uk/Contact.html>
- Thurrock Asian Association - [www.thurrockasianassociation.com/](http://www.thurrockasianassociation.com/)
- Thurrock Islamic Education and Cultural Association -  
[www.thurrockasianassociation.com/](http://www.thurrockasianassociation.com/)

**PRE-MARKETING ACTION PLAN – INITIAL ACTIONS**

1. Contact individual primary heads to:
  - a. Make them aware of our intentions/bid
  - b. Invite them to an information evening here at William Edwards (for primary heads only)
  - c. Request that we can engage in consultation with their parents through:
    - i. their newsletter (we will supply an entry)
    - ii. attendance at any parental events in the next few weeks
    - iii. manning a stand by the entrance at pupil collection times
    - iv. a letter to parents (supplied by us) sent to all their parents by pupil post
  - d. Inform them that SWECET will be in touch
  
2. Contact community leaders and other key stakeholders to:
  - a. Make them aware of our intentions/bid
  - b. Invite them to an information evening here at William Edwards (not the same one as primary heads)
  - c. Request that they support our bid by enabling us to share information about the new opportunity with their stakeholders through their existing communications channels
  - d. Inform them that SWECET will be in touch
  
3. Contact business leaders of credible local businesses to:
  - a. Make them aware of our intentions/bid
  - b. Invite them to an information evening / networking event at a local hotel or venue where we will share our plans and our need for support whilst also identifying their needs as local employers
  - c. Gain their interest in supporting our bid

A costed marketing plan is included in the annexes.

## 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.





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

[Insert a short commentary on your plans to manage the pre-opening project here.  
Table expands]

## 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>
New school capital project experience	Trust board and pre opening team	Recruitment through Academy Ambassadors programme at the point of DfE approval of application.
Planning and other professional services associated with new school build	Pre opening team	We will appoint consultants who are expert and with experience in the appropriate fields at the point of DfE approval of application.

[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



Department  
for Education

Department for Education

Eastbrook

Shaftesbury Road

[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]  
[Redacted]

9 September 2016

Dear [Redacted],

#### APPLICATIONS FOR FREE SCHOOLS

I have spoken to you at various times about your plans to [open one or more free schools](#). These conversations have taken into account your growth as an approved sponsor and multi-academy trust.

I hope you are aware of the DfE guidance document updated in July 2016 (the previous version was from December 2015) which includes the following sections:

*Page 4 – You can apply to open a free school in Wave 12 from 1 September 2016 to midday on 28 September 2016. Completed applications must be submitted within this timeframe. Applications received after this time will be considered in the next wave (March 2017).*

*Page 7 – If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful*

**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**

*correspondence) with your application and complete the shorter information.*

I am happy to confirm your capacity to apply to set up a mainstream secondary free school in Thurrock, to likely open in 2019.

I know [REDACTED] (from my team) and you have spoken about these proposals.

Of course this letter does not guarantee any successful application. Still, I wish you the best of luck with your proposal.

Yours sincerely,

[REDACTED]

[REDACTED]

[REDACTED] n

No changes to the Trust governance structure are envisaged.

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

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

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

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

[Add text here. Table expands]

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

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

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

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

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

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

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

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

## Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability
[Add text here. Table expands]

## 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

Department for Education  
Eastbrook  
Shaftesbury Road  
Cambridge  
CB2 8DR

[Redacted]

9 September 2016

Dear [Redacted],

**APPLICATIONS FOR FREE SCHOOLS**

I have spoken to you at various times about your plans to [open one or more free schools](#). These conversations have taken into account your growth as an approved sponsor and multi-academy trust.

I hope you are aware of the DfE guidance document updated in July 2016 (the previous version was from December 2015) which includes the following sections:

*Page 4 – You can apply to open a free school in Wave 12 from 1 September 2016 to midday on 28 September 2016. Completed applications must be submitted within this timeframe. Applications received after this time will be considered in the next wave (March 2017).*

*Page 7 – If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information.*

I am happy to confirm your capacity to apply to set up a mainstream secondary free school in Thurrock, to likely open in 2019.

I know [Redacted] (from my team) and you have spoken about these proposals.

Of course this letter does not guarantee any successful application. Still, I wish you the best of luck with your proposal.

Yours sincerely,

[Redacted signature]

[Redacted]

[Redacted]



[Redacted]  
[Redacted]  
[Redacted]

RE – Local Authority Support for the William Edwards (South West Essex MAT) Free School Bid

Dear Sir or Madam,

I write to confirm that the above bid has the full support of Thurrock Borough Council as its local unitary authority.

William Edwards is an Outstanding institution, which at a time of extreme pressure on the local school system, makes it worthy of a free school application in itself. However, William Edwards is also nationally recognised for its sporting excellence. This is unique provision which young people vitally need and I can confirm that both the school and my public health team are eager to work together to ensure that sports provision is accessible by the wider Thurrock education family.

It is also worth noting that the South West Essex MAT has oversight of many Thurrock Schools such as Stifford Clays Primary which has gone from a very troubled history to being rated as “good” in a relatively short period of time. This is a MAT that is now well established and achieving well in the Thurrock School Network.

The Thurrock Pupil Place Planning document confirms a significant need for more school provision by 2020, as a result of the relentless demographic drift from London and due to Thurrock being a key part of the regeneration in the Eastern region. We are already seeing massive pressure on the primary school system due to this shift which will soon translate over to the secondary phase.

There are new urbanisations north of Stanford le Hope and in Basildon putting pressure on secondary school places North and East of the Borough. Our local plan outlines the creation of 20,000 homes to service the 15,000 jobs that will be created in this key part of the Thames Gateway over the next several years. Our schools network is under extreme pressure due to the type of demographic and community growth that very few planning areas could relate to due to our proximity to the city and economic regeneration in the form of jobs and housing.

If I or my team could be of any further assistance, please feel free to contact my [Redacted]  
[Redacted]

Yours sincerely,

[Redacted]

[Redacted]

# TUDOR COURT PRIMARY SCHOOL



Tudor Court Primary Academy Trust is registered at  
Companies House, Cardiff – Company No 09071607

16<sup>th</sup> September 2016

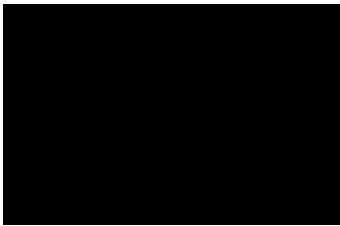
Dear [REDACTED]

I am writing to you confirming my support for the new secondary free school run by SWECET. Not only do I believe that this is an exciting opportunity to provide additional high quality secondary education, but I feel given the challenges faced with an ever increasing primary population it is imperative that this demand is met.

As I am sure you are aware there is a shortage of secondary school places in this part of Thurrock. Tudor Court has continued to grow and is now a four form entry school, which will impact upon the shortage of spaces at present.

William Edwards is and continues to be a popular choice amongst the parents in our school community and each year the disappointment at not gaining a space with yourselves causes a great challenge for the child's transition to secondary school.

I wish you every success with the application for a free school.



13 September 2016

Dear Sir/Madam

Re: Free School Application from SWECET

I am writing to express my support for the above application; namely a new Secondary Free School run by The South West Essex Community Education Trust (SWECET) in Thurrock.

There is a clear and demonstrable need for the school given the dramatic increase in the primary pupil population as evidenced in the Thurrock pupil place plan document and the shortfall of high quality secondary places.

My school has an excellent working partnership with William Edwards and I am very aware of the reputation and popularity the school has built over many years. There is a huge demand for places at the school.

A new Secondary Free School at Blackshots will both enhance and complement our own plans to build a new Special Free School.

Please do not hesitate to contact me should you require further clarification or information.

Yours faithfully





Little Thurrock Primary School

[Redacted address block]

Dear [Redacted name]

I would like to write and offer my support for the proposed Orsett Heath free school run by SWECET. As the Head teacher of a local primary school that feeds into several of the borough's secondary schools, I know that the increased choice of high quality secondary places will certainly be welcomed by my parent body.

As many primary schools in Thurrock have already increased their PAN, expanded or accepted bulge classes, this rise, combined with the rise in the population of Thurrock due to residential developments and migration from other areas, will only impact on the secondary school places going forward. The Thurrock Pupil Place Plan expects the rising primary numbers to begin impacting on Secondary numbers from 2016 onwards, so there is a real need for additional quality secondary provision to accommodate this increase.

William Edwards School is the first choice of secondary school for a large number of my families who base their choice on the glowing reputation and high outcomes of the school over the past several years. Whilst we do have several pupils each year achieving a place, many more are disappointed as the school is over subscribed.

As a primary school with a strong emphasis on quality PE provision many parents wish their children to have a continued opportunity to excel at William Edwards. A new secondary school with a shared commitment to sporting excellence would enable many more Thurrock children to benefit.

I wish SWECET every success with this bid, and hope that many more of Thurrock's children will have the opportunity to attend high quality secondary provision such as that provided by William Edwards school, and allow them to maximise the life chances such provision enables.

Regards

[Redacted signature]

[Redacted name]





# Chadwell St. Mary Primary School



13<sup>th</sup> September 2016

Dear 

Over the past twelve months key stakeholders including Governors, staff, members of the community and parents have carefully considered the options open to our school in terms of joining a Multi-Academy Trust. It was a key decision for the future of our school and the families of Chadwell St Mary; as such the majority of the Multi-Academy Trusts in Thurrock were considered as options available to us.

Throughout this process stakeholders from all groups expressed direct preference for Chadwell St Mary to work with South West Essex Community Education Trust. The reasons they gave were the strong reputation of William Edwards School, the values and ethos of the Trust and the ambition the Trust shows for pupils and staff as well as the Thurrock community.

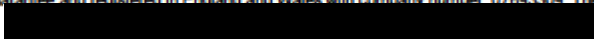
Indeed, over a number of years parents have expressed a wish for their child to be allocated a place at William Edwards School and have been disappointed to learn that a place for children living in Chadwell would be unlikely as the school is significantly over subscribed.

The dramatic increase in pupils requiring Primary phase places has resulted in Primary Schools growing and parents travelling across the borough with children from a family allocated places in different areas. The shortfall of primary places will, inevitably result in the requirement for an increase in secondary places.

Having worked in Thurrock schools for 12 years I can wholeheartedly put my support behind the proposal by SWECET to open a secondary free school in the borough. I have many years of experience of the support and training they have offered to Thurrock schools, initially through their sports provision and in more recent years through the Thurrock Teaching Schools Alliance, responding to Thurrock's priorities and listening to the needs of schools to support further improvements. I have no doubt that a secondary free school in Thurrock, operated by SWECET would be a significant asset to education in the borough.

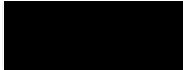
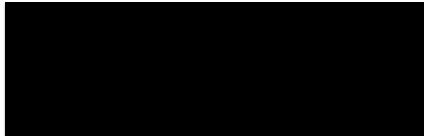
Yours faithfully,



Chadwell St Mary Primary School is operated by South West Essex Community Education Trust Limited which is a charitable company limited by guarantee and registered in England and Wales with company number 07693309. The registered office is at 



**DENEHOLM PRIMARY SCHOOL**



Friday 16<sup>th</sup> September, 2016

Dear 

I am writing in regard to the application by The South West Essex Community Education Trust, made to the Department for Education, to open a new secondary school in Thurrock. As the head teacher of Deneholm Primary School, one of the schools run by SWECET, I should like to express my support for the proposed new school, Orsett Heath Academy.

It has become very evident, over recent years, that, to cater for the increased number of pupils currently attending primary schools, there will be an additional demand for secondary school places, and crucially for senior school places of high quality. The need for increased capacity in the senior school phase is clearly evidenced in Thurrock's Pupil Place Planning document.

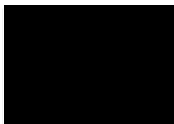
Speaking from direct experience, I am fully aware of the distress and uncertainty that is caused to both our year 6 pupils and their parents who apply to William Edwards as their first choice of senior school, only to be disappointed when, due to this school being oversubscribed, they are unsuccessful in their application. Every year, a number of year 6 pupils who attend Deneholm find themselves in this unfortunate position. The disappointment is compounded by the fact that many of the unsuccessful pupils are those who, although they live out of catchment, are under the impression that attending Deneholm, one of the main feeder primary schools for William Edwards, will guarantee them a place. It would be great to be in a position where all of our pupils have the chance to go to their first choice of senior school and continue their learning journey, alongside their peers, into the next phase of their education.

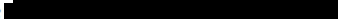
From a personal perspective, working in a close partnership with staff at William Edwards, for a number of years, I appreciate how fortunate pupils who transfer to William Edwards are, as they enjoy high quality educational experiences throughout both phases of their education. William Edwards is held in high regard and has a good reputation within the local community and is recognised for providing outstanding educational provision.

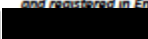
As the new free school would be run by the same Trust board that runs both our school and William Edwards School, I have every confidence that, should the new free school, Orsett Heath Academy, be given the go ahead, it would have equally high expectations, standards and outcomes.

I am committed to providing high quality educational provision for all pupils in Thurrock and feel that this proposed new secondary school would complement the existing excellent provision provided by The South West Essex Community education trust

Yours sincerely,



Deneholm Primary School is operated by the South West Essex Community Education Trust Limited which is a charitable company limited by guarantee and registered in England and Wales with company number 07693309. The Registered Office is at 







Thurrock Borough Council  
**Stifford Clays Primary School**



13<sup>th</sup> September 2016

Dear [REDACTED],

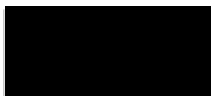
I am writing to express my support for the proposed Orsett Heath Academy Free School planned to be opened in September 2019.

As the [REDACTED] where in excess of 85% of our children join William Edwards each year, we have seen issues with pupil places being denied to some of our children who had their heart set on joining the Outstanding partner secondary school in year 7. For the past five years, I have had to counsel parents on the day secondary school places are published, due to their disappointment that their child failed to secure a place at the school they had set their heart on. I am fully aware that demand for pupil places for secondary schools across Thurrock will increase significantly in the coming years due to the bulge in primary places over the last five years. Without the addition of further high quality secondary places the difficulties I have described will be exacerbated.

William Edwards School is an outstanding secondary school offering high quality education for the Stifford Clays community. As one of three good primary schools within the South West Essex Community Education Trust (SWECET), it seems only fitting that SWECET should make an application for a new secondary school in central Thurrock.

I fully support this proposal with the full backing of my parents and staff.

Yours sincerely,



Stifford Clays Primary School is operated by South West Essex Community Education Trust Limited which is a charitable company limited by guarantee and registered in England and Wales with company number: 07693309. The registered office is at [REDACTED]





## Parish of Stifford, St Mary and St Cedd



12<sup>th</sup> September 2016

Dear [REDACTED]

Thank you for the time you took, to draw my attention to the exciting plans that are emerging for Secondary School provision across the Borough of Thurrock, and in the area of central Thurrock (greater Grays) in particular.

As a former [REDACTED] during its transition to a Primary School and leading up to it becoming an academy, [REDACTED] Trust), I have followed the development of education provision in the local community where I work as a Church of England incumbent. The current leadership of the schools in the trust has led to an improvement in results and an increasing interaction with different sectors of the community.

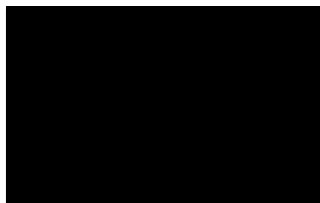
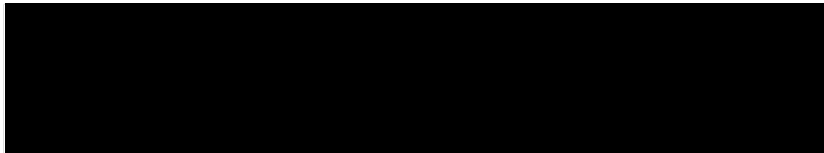
I have witnessed the growth in the number of classes at Stifford Clays Primary School during my time here. (it has more than 1/3<sup>rd</sup> more classes than originally designed), and I am aware of other local primary schools being under similar pressure. I presume this will work through to the local secondary schools. Further residential building programs proposed in the Borough, as we play our part meeting a national need, will mean that infrastructure improvements, including school provision need to be planned for now, so I welcome and support the Trust's proposal.

I was impressed by one of the aims of SWECET when it was set up, as I understand one intention was to establish a Trust for the local community, which would be able to respond to local needs. I am confident that SWECET will be able to continue this focus for the young people of Grays without distraction, because this is part of their ethos.

William Edwards School has earned a strong reputation of excellence leading to popularity with local parents over many years. I have every expectation that your bid to establish a new secondary school will be well received and trust that you will be in the best position to replicate outstanding leadership in this new opportunity. The development of DP World (and associated businesses), within the borough at London Gateway, is an example of the opportunities that our young people need to be equipped to grasp.

Yours sincerely,

# THE STIFFORD COMMUNITY FORUM



**Re= Orsett Heath Academy**

The Stifford Community Forum and its partner the Acorn Community Hub are in total support of a proposed new Secondary free school in the area. Giving that primary school places are increasing at a rate that secondary schools in the area will not be able to accommodate in the near future, it makes complete sense. The proposed new schools anticipated siting beyond the Thurrock Rugby Club is an ideal location, especially for sport promotion with the facilities of Blackshots Playing Field in close proximity.

The Stifford Forum have now worked with William Edwards School and the Stifford Clays Primary School for more than fourteen years on a number of projects, and we would like to continue that close relationship, especially in giving support and promoting a new school at the Stifford Forum's open public meetings and at the Stifford Clays Acorn Community Hub for the benefit of South West Essex Community Education Trust (SWE CET) and of course with the reputation and popularity of William Edwards School in Thurrock we feel it is a great idea for North Grays.

The Acorn Community Hub has, over the last year worked with parents and children of all ages on a number of workshops. It is unlikely that parents of small children are aware of the future education needs in Stifford Clays, and as we are now aware of the forthcoming need, we will certainly do everything in our powers to let parents know, so as to maintain a thriving community, especially in Stifford Clays, which we know already exist. We wish you every success in this application.



**Q1 What is your name?**

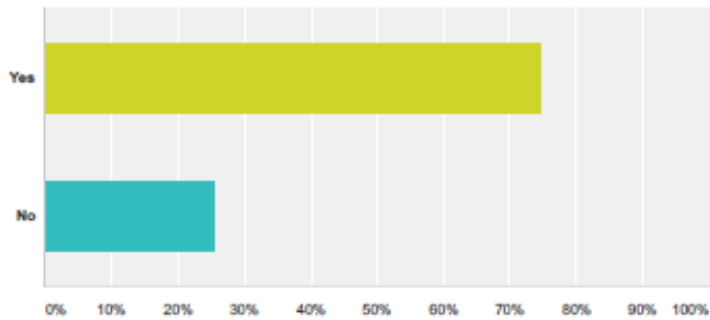
Answered: 145 Skipped: 1

**Q2 What is your address (including postcode)?**

Answered: 85 Skipped: 61

**Q3 Do you have a child that might attend the new school?**

Answered: 145 Skipped: 1



Answer Choices	Responses	
Yes	74.48%	108
No	25.52%	37
Total		145

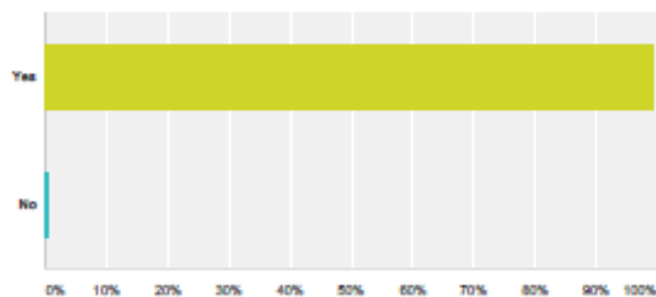
**Q4 Please fill in your email address if you would like to be updated when there is important news about the school.**

Answered: 55 Skipped: 91

**Q5 Do you support the aims and ethos of the new school, which we have described throughout this document?**

Answered: 144 Skipped: 2

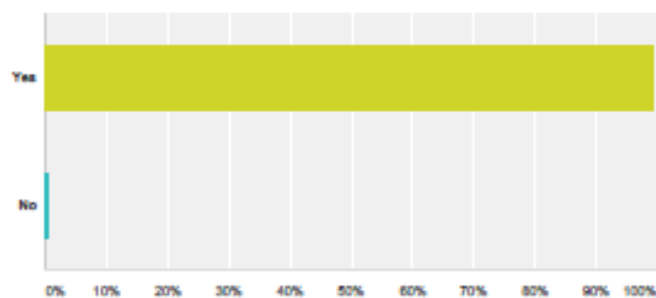
Orsett Hall Academy Feedback



Answer Choices	Responses	
Yes	96.31%	143
No	0.69%	1
<b>Total</b>		<b>144</b>

**Q6 The new school will have a strong international dimension, with trips abroad and three European languages on offer (French, German and Spanish). Do you agree that this will be relevant and useful for students?**

Answered: 145 Skipped: 0



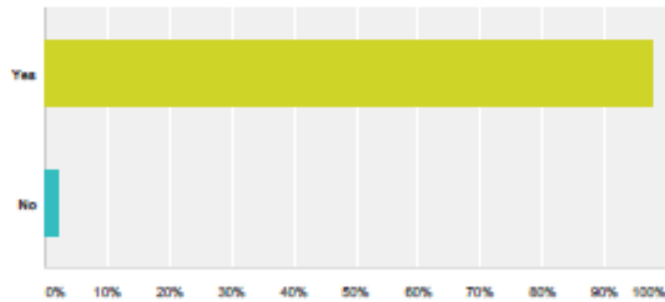
Answer Choices	Responses	
Yes	96.32%	145
No	0.69%	1
<b>Total</b>		<b>146</b>

**Q7 Our proposed specialisms are Sport and**

Orsett Hall Academy Feedback

**the Arts. These will be taught alongside a broad and balanced curriculum. Do you agree with our choice of specialisms?**

Answered: 144 Skipped: 2



Answer Choices	Responses	Count
Yes	97.92%	141
No	2.08%	3
<b>Total</b>		<b>144</b>

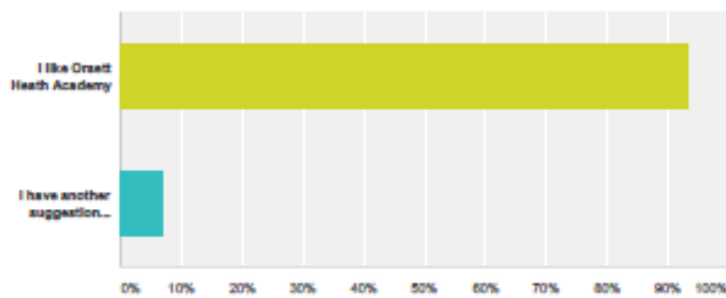
**Q8 We will have a 'community curriculum' with courses for parents and others who live nearby. Please let us know if you have any suggestions of courses you would like to see on offer.**

Answered: 47 Skipped: 99

**Q9 What are your views on the name of the new school?**

Answered: 144 Skipped: 2

Orsett Hall Academy Feedback



Answer Choices	Responses	Count
I like Orsett Heath Academy	93.06%	134
I have another suggestion which is...	6.94%	10
<b>Total Respondents: 144</b>		

**Q10 Please provide your thoughts about the school being located as part of a Sporting hub of Excellence.**

Answered: 81 Skipped: 65

## Costed marketing plan

Month	Items	Cost excluding VAT	Purpose/action
<b>September</b>	Promotional booklets	██████	To provide information to stakeholders 5000 glossy brochures
	A5 flyers	██████	To use at events and stalls
	Information Evening	██	Listen and meet with prospective parents
<b>October</b>	Remote kiosk at Lakeside Shopping Centre*	██████	Publicity and collecting further evidence of demand
	Pull up banners	██████	To use at events and stalls
	Branded pens	██████	To use as promotional packs to give to parents
	Branded balloons	██████	To use at events and stalls
	School local consultation events x 3	██	Listen and meet with local prospective parents
	Website set up, new OHA site*	██████	To act as a focal and central point for information for stakeholders
<b>November</b>	Newspaper article/advertorial	██████	To provide readers with updates and to seek further parental views
	Update leaflets for schools	██████	To hand out to local community/prospective parents
	School local consultation	██	Listen and meet with local

	events x 3		prospective parents
	Remote kiosk at Lakeside Shopping Centre*	■	Interact with prospective parents
<b>December</b>	Christmas chocolates	■	To publicise new free school bid
	Promotional mince pies	■	To hand out at Lakeside
<b>8th December</b>	Remote kiosk at Lakeside Shopping Centre*	■	1000 days till opening event at Lakeside Shopping Centre
<b>January</b>	Remote kiosk at Lakeside Shopping Centre*	■	New year, new school promotional campaign
	Leaflets and updates	■	Via local schools
<b>Total</b>		■	

## Self-assessment form for independent schools

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



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

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

## Governance self-assessment

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

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







Department  
for Education

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