



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

PIX BROOK ACADEMY

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	✓	
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	n/a	
Section H: Premises		
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary?	n/a	
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?	✓	
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	n/a	

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

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	YES YES N/A	

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: 

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

Proposal Summary

Section C Educational Vision

Introduction

Bedfordshire Schools Trust Ltd [formerly Bedfordshire East Multi Academy Trust] ‘the Trust’ [www.bemat.co.uk] is a multi-academy trust of six academies, 3 lower schools; Gothic Mede [Ofsted Good], Langford [Requires Improvement recently rated Good by HMI] and Gravenhurst [Outstanding], a middle [Robert Bloomfield Outstanding] an extended secondary age range 9 to 16 [Etonbury Good] and an upper [Samuel Whitbread Good]. It is led by the outstanding Robert Bloomfield Academy. The Trust is supported by a foundation; Bedfordshire East Schools Trust Ltd and a trading subsidiary, BEST Nurseries Ltd which provides outstanding child care and early years foundation education 0 – 4. Best Nurseries currently operates two 65 place nurseries.

Our free school vision is for a new free school to complement the existing Etonbury Academy, to create two independent schools serving the community of Arlesey, Stotfold and Fairfield Park. The Pix Brook campus would be in close proximity to Etonbury to;

- meet the basic need for pupil places in the community - 6 FE is required for September 2019
- enable joint academy and community use of complementary facilities
- provide parental choice
- to enable a broader range of curriculum subjects to be offered

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

- to share specialist classrooms and to enable each academy to benefit from the skills, expertise and experience of the other
- Etonbury and Pix Brook will offer KS4 courses and will work in collaboration and competition to raise standards for all

Central Bedfordshire operates a three tier system of lower, middle and upper schools. Pix Brook will be a 9 to 16, co-educational middle and upper school combined to ensure continuity of educational provision. It will be located in the Arlesey, Stotfold and Fairfield Park region of east Central Bedfordshire close to the A1 and the A507 servicing the two towns of Arlesey and Stotfold and Fairfield Park Village.

The academy will open in September 2019 with a PAN of 180 in year 5 and a capacity of 1260. We are applying in wave 12 to ensure there is sufficient time to prepare for the school's opening without the need for any temporary facilities. Due to the experience and capacity of the Trust, the pre-opening team as well as the educational expertise is already in place. Therefore, it will not be necessary to appoint leaders and full time staff until at least two terms prior to opening.

The educational offer will follow national guidelines but complement the curriculum offered at the other Trust academy in the area [Etonbury Academy] to maximise choice. By 2018 Etonbury will be over capacity, hence the need for Pix Brook.

The curriculum at Pix Brook will excite and enthuse all pupils, creating a love of learning and preparing them for the next stage of their education whilst achieving their full potential at KS2, KS3 and KS4 by employing outstanding staff and specialist teachers. In addition to English and Maths the curriculum will focus on Science and Technology with vocational courses leading to apprenticeships and employment. The 9 to 16 age range has been chosen to enable continuity from key stage 2 to 4 and to preserve the excellent lower schools in the area. We have chosen this structure to provide basic need local pupil places and choice; to increase competition at KS2 and KS4 and improve outcomes for all pupils in the community. This follows the successful introduction of this age range at Etonbury Academy.

At present pupils join Etonbury at year 5 and we are accepting pupils over PAN in agreement with the local authority. Some pupils [approx. 20%] are transferring to Samuel Whitbread Academy [upper school] at year 8 / 9 but we expect this transition to drop off over the next two years as parents prefer to have their children educated locally. As more children stay locally to be educated, the demand for places at Pix Brook will increase.

The Trust has undergone some radical changes in the past twelve months. The

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

Board of Directors has been reconstituted, the Executive Principals for Teaching and Learning and Strategy Innovation and Finance have been replaced by [REDACTED] as [REDACTED]. The Principal at Samuel Whitbread [SWA] has been replaced. The governing board at SWA has a new Chair and the Trust has appointed its School Improvement Director to the board.

The reasons for these changes are to address standards at KS 4 with results having dipped over the past three years from A*CME from 65% to 58% to 53%. A recovery plan has been in place for one year and already there has been an improvement in standards and results. This year's A*CME results have improved to 64%. A more detailed summary of the improvement strategy is included as Annex 1.

For over 5 years Etonbury academy has been involved in developing a set of shared values with local Trust and non-Trust schools. As a result of this programme, the academy has adopted a core set of values and these will be replicated at Pix Brook. The four core values are Endeavour, Tolerance, Respect and Trust, which are seen as key to the provision of outstanding education for all and the active engagement of pupils in their education.

The Trust believes that introduction of a free school will benefit pupils, the community, the Trust and its academies by providing local schools for local pupils, reducing the size of the two schools, providing more time in each school [from year 5 to year 11] and increasing the number of schools which offer KS4 thereby increasing competition within the collaborative framework of the Trust which will bring support and opportunities for specialist teaching and sharing best practice. Each campus will compete academically and in sports and extra-curricular activities and all schools and staff will benefit from collaboration, collective training and opportunities to move from site to site.

Staff will be deployed where they will have maximum impact. At the moment Trust successfully operates two academies which will provide education at key stage 4, Samuel Whitbread and Etonbury; this free school will be a third. Etonbury and Pix Brook will serve the same catchment. Each campus will be independent and autonomous but will also genuinely share good practice, collaborate and offer staff career opportunities. Pupils and parents will have expanded choice in the locality whereas previously there had been only one practical option – taking a bus 5 miles to Samuel Whitbread Academy - there are now two Etonbury and Samuel Whitbread, with Pix Brook there will be a choice of three Trust schools, in this way we are putting the needs of children and their families first. These strategies also underpin

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

our belief that outstanding outcomes can only be attained through a continuous learning journey. We have in place a structure and organisation which enables analysis and evaluation of outcomes across the Trust and regular meetings of senior, middle and teaching departments throughout the academic year ensures our teachers work collaboratively.

The strategy for expanding the Trust

The area is three tier; we wish to bring these tiers together. We already provide nursery education 0 – 4, secondary education 9 to 16 with Sixth Form provision. The lower schools in the area are fully supportive of this application. See annex 2 Letters of Support. Our aims are to take a community focused approach, put children first, create a single learning journey for each child and work collaboratively thereby providing a seamless education for all children in the community 0 -19+.

Our strategy for developing the Trust is focused upon improving standards and outcomes at SWA and to provide local pupil places for the families living in Arlesey, Stotfold and Fairfield by creating Pix Brook.

Rationale

The Trust operates its schools in the rural environment of eastern Central Bedfordshire. Our academies are located in Shefford, Arlesey, Stotfold, Etonbury and Langford.

Pix Brook specialisms will be Science and Technology. In addition, we are working with Morgan Sindall to create a BIM [Building Information Modelling] programme leading to apprenticeships and level 2 vocational qualifications.

We intend that Pix Brook Academy will be a significant and sustained focal point for the community and we will develop a range of community inspired and led facilities to complement those at Etonbury using the partnerships we have already established.

Basic need

Over the next 2 years the local authority will expand lower school pupil places to 12 FE with two new lower schools. In response the Trust intends to expand Etonbury to 6 FE, 9 to 16 for September 2017. Pix Brook is required by September 2019 at 6 FE to meet the rest of this demand.

Pix Brook Free School: Key Features

Location: Arlesey serving the Arlesey, Stotfold and Fairfield areas Central

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

Bedfordshire.

Age Range: 9-16 (A member of the Trust and feeding Samuel Whitbread Academy Sixth Form for access to post-16 study).

Gender and Admissions: Co-educational, non-selective.

NOR: Full capacity: 6FE, 1260 pupils.

Faith: No affiliation

Curriculum: Broad and balanced, based on National Curriculum enabling high academic aspiration and achievement for all. Strong and sustained focus on English and Mathematics with Science and Technology. The curriculum is designed to support high EBacc uptake but with vocational options to reflect likely intake profile

Section D – education plan: part 1

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

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025
Year 5		180	180	180	180	180	180	180
Year 6			180	180	180	180	180	180
Year 7				180	180	180	180	180
Year 8					180	180	180	180
Year 9						180	180	180
Year 10							180	180
Year 11								180
Totals		180	360	540	720	900	1080	1260

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KEY STAGE TWO Social /activity time Years 5 and 6 in a purpose built block in a connected but standalone zone within the campus	10 hrs	M	<i>School day 08.00 - 17.00 [Friday 1530]</i> <i>Breakfast club 0800 - 0830</i> <i>Morning Break - 30 mins</i> <i>Lunch – 1 hr a broad range of organised activities available</i>
Tutor time and Personal Guided Learning	2hrs 30 mins	M	<i>Prepares pupils for the day ahead. Activities can comprise exercises and games to ‘get the brain ready’. Reading cognitive acceleration and the Let’s Think programme, or planning for the day with peers.</i> <i>Daily session with Tutors focusing on Core Values, endeavor tolerance respect and trust</i> <i>Opportunities for individual coaching sessions with Tutor.</i>
Personal Guided Learning: Instructional Learning <i>(with a focus Literacy, numeracy interventions, challenges for G&T, MFL)</i>	2hr 30 min	M	Instructional Learning: <i>Daily short sessions for all pupils which will focus on fluency and mastery in the basic skills of numeracy, literacy and ICT. Student Voice. Reflection: Recognising feelings and understanding emotions/conflicts/ stress.</i>
English	5.0 hrs 50 mins	M	
Maths	5.0 hrs 50 mins	M	
Science/Computer Science	2 hrs 30 mins	M	

Humanities	5 hrs 30 mins	M	<i>Connected Curriculum including Humanities (History, Geog, R.E.), the Creative Arts, Technology and Citizenship</i>
Collaborative Learning and Enterprise	2 hrs	M	<i>Collaborative learning opportunities where pupils work together and independently on a wide range of enterprise projects and challenges. Supported by Apps for Good programme.</i>
P.E.	2 hrs	M	
Enrichment	Max 8 hours Mon - Thurs	V	<i>Enrichment will run from 3.30 onwards to 5.30. some activities will be 1 hr</i>

[Add more lines as appropriate]

Typical Day

0800	Breakfast Club	30mins
0830	Tutor Time	30mins
0900	Maths	1 hr
1000	English	1 hr
1100	Break	30mins
1130	PGLIL	30mins
1200	Science	30mins
1230	Humanities	1 hr
1330	LUNCH	1 hr
1430	PE / CLE / Sci / CSci	1 hr
1530	Enrichment	max 1.5 hrs

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 3			School Day 0800 [Breakfast Club] to 1700 [Friday 1530] Timetable: 30 x 50 minute lessons per week, one week cycle.
English	3.3	Mandatory	Additional time for intervention groups, see text section below.
Mathematics	3.3	Mandatory	Additional time for intervention groups, see text section below.
Science	3.3	Mandatory	
MFL	3.3	Mandatory	
Geography	1.7	Mandatory	
History	1.7	Mandatory	
PE	1.7	Mandatory	
RE	0.8	Mandatory	
Computing/ICT	0.8	Mandatory	Emphasis on early introduction of coding, see text section below.
Music	0.8	Mandatory	
Drama	0.8	Mandatory	
Art	0.8	Mandatory	
Design Technology	1.7	Mandatory	
PSHE	0.8	Mandatory	
Total per week	25.0	Mandatory	
Enrichment	6.0	Voluntary	4 x 1.5 hour, after-school sessions offered per week, Monday to Thursday
Key Stage 4			School Day 0800 [Breakfast Club] to 1700 [Friday 1530]
English	4.2	Mandatory	

Mathematics	3.3	Mandatory	
Science	5.0	Mandatory	Time shown for triple science and double science
MFL	2.5	Mandatory	
Geography or History	2.5	Mandatory	Open option if EBacc not compulsory, see note in text.
Option 1	2.5	Mandatory	
Option 2	2.5	Mandatory	
PE	1.7	Mandatory	
RE	0.8	Mandatory	
Vocational Course	5.0	Voluntary	Day release one day per week for pupils following this option.
Total per week	25	Mandatory	
Enrichment	6.0	Voluntary	4 x 1.5 hour, after-school sessions offered per week, Monday to Thursday

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

Curriculum plan summary

We are seeking to replicate the ethos, standards and performance of Robert Bloomfield and Etonbury Academy at Pix Brook. There are no KS4 results available at Etonbury yet; the GCSE cohort will take exams in the summer of 2019. However, the various reforms of governance, leadership and focus that have been undertaken at SWA have resulted in a significant raise in standards. These policies are in place at Robert Bloomfield and Etonbury and will be put into operation at Pix Brook. As a result, the curriculum will closely match that now in place at Etonbury and SWA to

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

provide some complementary courses to enhance choice in the locality. Etonbury's identity is enhanced through a particular focus on creative and rural studies, Pix Brook will focus more on Science and Technology, SWA has an Engineering specialism.

Timetable structure

Pix Brook will follow a 6; 50 minute period day on a one week timetable cycle, emulating Etonbury and so facilitating a degree of shared staffing during initial development years. This staffing arrangement will give pupils access to a greater range of specialist and outstanding staff. It is hoped that the site for Pix Brook will be close to Etonbury facilitating the shared use of facilities, the rationale for which has been described above.

Student Body Structure

The school will be structured horizontally in year groups for learning and pastoral management, and vertically in a four-house school House system for sporting and extra-curricular academic and student led challenges.

Student Leaders and Student Voice

An active School Council will provide ongoing student voice representation encompassing representatives from all year groups that meet on a regular basis.

The school will also have a Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl, supported by the Senior Prefect Team that lead the Student Council and have responsibilities across the school ranging from catering to environment, and uniform to mentoring. We expect that the members of the Student Council will have and share their opinions concerning teaching and learning.

Curriculum ethos

The curriculum will be based on the current National Curriculum. This provides an accepted and recognised 'Gold Standard', delivers breadth and balance and meets the needs and desires of pupils, parents, FE providers and employers alike.

Literacy and numeracy are at the heart of student development. We believe that the curriculum must deliver qualifications in the core subject areas that will maximise student progression and future opportunity. Our curriculum will focus on Science and Technology and the other core EBacc subject areas. Gaining this group of qualifications will best enable student progression and success at Progress 8 measures. This portfolio of subjects will remain recognised and is expected by employers, FE and HE providers for the foreseeable future. We hold that literacy and numeracy are key factors in progression in many other subject areas and are the

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

cornerstones of academic achievement.

Alongside this core there will be sustained support for a wider range of subjects so as to enable access to a greater range of careers, whilst also developing the breadth of pupils' knowledge. At Key Stage 4 this will include vocational courses to allow rapid transition to certain career paths and match the needs and aspirations of pupils.

A key feature of our curriculum is that we will use, for both KS3 and KS4, the same specifications, external assessments (i.e. examination boards) and schemes of work at both Pix Brook and Etonbury. This replication will enable the Pix Brook to utilise existing experience and knowledge at Etonbury, enable effective comparative tracking of the two establishments and provide enhanced CPD through joint provision and so provide comprehensive curriculum support for the new school. When established this will also allow for moderation and standardisation with a sharing of training and good practice across the MAT. Our 'Lesson Study' programme allows for teachers to observe and participate in others' lessons. Lesson strategies and action plans are shared and recorded in an Anthecology published annually; a copy has been included in this application. Issue 2 Summer 2016.

Key Stage 2 and Key Stage 3

Setting and streaming

Lessons in core subjects will be taught in ability based groups; all groups will follow a common curriculum delivered by specialist primary trained staff. We believe this will provide the best model for securing maximum progression for all pupils. Student performance will be tracked half termly and classes will be re-set annually on the basis of this tracking and in cases of clear miss-setting, termly. Further details are given in section D2.

Subject specific information: English and Mathematics

To reflect the importance we attach to these core subjects, key features and foci of the curricula for English and Maths are given below:

English: Clear focus on reading, extended writing and developing communication confidence.

A sustained emphasis on developing reading skills, assessing student reading performance and providing additional support wherever necessary. An early focus on developing pupils' extended writing skills, building on the grammatical rigour now being developed in the Primary phase. Our curriculum will use this to develop extended writing skills throughout KS3 in preparation for the recently increased

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

emphasis on this at GCSE level.

Mathematics: Development of 'Numeracy' as a recognised skill.

At Pix Brook 'Numeracy' will be just as prominent as 'Literacy'. We will place a clear emphasis on developing mastery of mathematics and mathematical fluency within the curriculum at KS3, whilst remaining grounded in the current National Curriculum specification. We will, in particular embed number skills and algebraic manipulation. We believe that these two areas provide the basis for further progress in maths.

Etonbury Academy is proud of its excellent close relationships and extensive liaison with feeder schools and its induction programme which is delivered by staff and pupils to new year 5 pupils on induction days and during their first term. These aspects of the broader curriculum can be modified to meet the needs of the intake profile at Pix Brook. We recognise that delivery of and progress in these areas must be consistently exemplary in the early growth years for a new school if we are to achieve our core objective of providing outstanding education for all. In addition, any intervention activities provided for incoming year 5 pupils at Etonbury will be accessible to the pupils about to enter Pix Brook.

We will carry out liaison activities for year four pupils likely to join Pix Brook as we do for Etonbury new year 4's, delivering curriculum material via outreach and through student and staff visits to the feeder schools. This highly successful model operates at Etonbury; in the pre-opening phase we will use Etonbury Academy to host these events. For the first entry we will run an extended induction at the new school, or at Etonbury should the new build not be completed.

Our existing year 5 induction programme will be replicated at the new school, but with a similar emphasis on literacy, numeracy and confidence building skills to minimise any negative effects of transition.

The key content of the induction programme for Year 5 is designed to develop the following attributes and skills for all pupils:

- Active and reflective learning
- Resilience
- Problem solving
- Interpersonal and relationship skills

Key Stage 4

All pupils will study a set of common 'enabling' core GCSEs balanced with option choices. If the EBacc suite of subjects becomes compulsory, as is the stated intention of the DfE, the core will ensure EBacc compliance. Currently almost all

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

pupils at Etonbury follow an EBacc programme. We would replicate this at Pix Brook. Should the EBacc not become compulsory, we will still ensure all pupils have access to the full EBacc suite. All pupils will have the option of day release to follow a KS 4 vocational course, these vocational courses will be recognised, high value qualifications that meet current DfE requirements for inclusion in performance tables. We are working with our partner, Morgan Sindall to develop a vocational course in Building Information Modelling [BIM] which will lead to apprenticeships and employment for example.

Core GCSEs will mirror EBacc subjects:

- English Language
- English Literature
- Mathematics
- Double Science
- MFL
- Geography or History

In line with our practice at Etonbury, we may make an alternative available for a small number of pupils to the MFL requirement but take into account DfE directives and guidance operating at the time. Currently at Etonbury all pupils have access to the full EBacc suite. Any variances to the standard offer are based on a 'free choice' option system which does not require study of a humanity. At Pix Brook we will adjust the option structure to reflect the prevailing national situation as the first cohort approach KS4.

Option GCSEs will include:

- Art
- Business Studies
- Computer Science
- Design Technology [inc Building Information Modelling [BIM] Option]
- Drama / Dance
- Music
- Humanities (see EBacc note above)
- Technology
- RE
- Triple Science

We will modify this portfolio of GCSE options to take into account any changes to the range of recognised and accredited qualifications that occur prior to pupils starting

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

their KS4 study.

Vocational (day release) courses would cover the following areas:

- Catering
- Hair and Beauty
- Engineering/Motor vehicle Mechanics
- Child Care
- BIM

BIM stands for Building Information Modelling and is a governmental standard for construction. In time all buildings will be designed this way. Working with Morgan Sindall we have identified that there is clearly a very significant skills gap in this area. Many design and construction companies simply do not and will not have employees with this skill set yet they will be compelled to design using BIM. There is a clear opportunity to provide programmes of study to fill this gap which will lead to apprenticeships at levels 2 and 3. Programmes are accredited by RICS.

Non GCSE courses and qualifications delivered as part of the enrichment programme (see below) are likely to include:

- Graded music examinations
- Sports Leadership Award
- LAMDA
- UK Maths Challenge
- Arts Award
- Duke of Edinburgh Award

All school clubs would operate within these groupings, for example participation in the School Council or Duke of Edinburgh Award scheme would fit within Life and Community Skills category. We would aim to work with the local Combined Cadet Force (CCF) unit from year 8, which would operate within this Enrichment offer and would be based at Pix Brook; Etonbury pupils would participate with the Pix Brook pupils. It is important that there is no divide between these young people who will all be coming from the same community. Every opportunity will be taken to have them participate in activities together and make use of the facilities on each campus. Etonbury has built up a very positive relationship with the local community and excels in extra-curricular provision. We would replicate this at Pix Brook.

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

KS 4 to KS5 Transition

Pix Brook and Etonbury will work with Samuel Whitbread Academy in partnership to promote the SWA 6th Form. Pupils from SWA 6th form will have been visiting the schools on a regular basis to provide support for sports and leisure activities, general activities and events. Pupils will visit SWA at least three times in their final year to orientate themselves and to see the facilities etc. that are available. Parents and pupil evenings and open days will be organised as will introductory lessons. The aim will be to make the transition from Etonbury and Pix Brook a natural organic step. Education in the trust is promoted as a 0 to 19 experience with particular emphasis on the journey from 9 to 19. We expect up to 75% of the pupils at Etonbury and Pix Brook to join the 6th Form.

Pupil populations, existing and proposed school

The preferred area for Pix Brook is close to the Etonbury campus. There is a substantial amount of land in the surrounding area of Etonbury particularly to the north where open flat farmland is available. The site would be located between the towns of Arlesey and Stotfold and the village of Fairfield. Given the local population density and the current catchment area and home postcodes of pupils on roll at Etonbury, there is considerable overlap between the profiles of the likely intakes for the two schools but with very little variation. In summary the range of student abilities is very similar if not the same. Our curriculum plans take individual differences into account; the approach adopted at Pix Brook will, we believe, be fully effective but adjustments will be made to the capacity for support of certain groups of pupils or individuals.

We have identified any potential differences by analysing intake data for all existing secondary schools in east Central Bedfordshire.

In summary we believe that key intake indicators for the existing school (Etonbury) and the proposed school will be as follows:

School	KS2 APS on entry	% FSM (Ev 6)	% EAL	% EHC plan
Etonbury 2016 values	16.9	5	0	0
Pix Brook Free School estimated values	16	5	0	0

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

Curriculum changes and differences; Response to pupil population differences

Key Stage 2 and Key Stage 3

At Etonbury Academy the Trust uses a proactive approach to setting and intervention in Key Stage 2 and 3, matching tutor groups and sets to the intake profile for each particular year group. Pupils are assessed on entry and teaching groupings confirmed by Autumn half term allowing for some mid-year set changes, based on all available data and the progress of pupils. Our current model uses setting in some core subjects, e.g. mathematics, with mixed ability and 'tutor group' teaching in others. This ensures pupils work in a variety of groupings with their peers, but enables differentiated teaching, in particular in Mathematics. The model is checked and adjusted for each Autumn's intake.

This approach will be replicated at Pix Brook and as a result setting and intervention will be matched to the intake cohort of each year.

The profile of pupils joining Pix Brook will be very similar to Etonbury so there is unlikely to be the need for enhanced additional support in English and Mathematics, or any higher demand for support of pupils in the SEND/EHC category. We will not adjust the breadth or aspirations of the curriculum compared with Etonbury; adjustments will be through increased additional support for pupils with 'catch up' need as identified. We will address any issues as follows:

English and Mathematics catch up support

At Etonbury all pupils in year 5 and 6 have one and a half hours per week allocated to literacy with a focus on reading, with progress being tracked continually (see section D2). All pupils in need of catch up (i.e. below level 4) are withdrawn for additional catch up sessions in small groups or in some cases via individual tuition. As at Etonbury Academy Pix Brook will operate a fully staffed 'Learning Zone' for withdrawal and catch up work for pupils from all year groups.

This system and resource will be replicated at Pix Brook. However, for the weakest of pupils we will adjust the year 5 curriculum so that MFL is replaced by additional literacy and/or numeracy lessons according to individual student's need. We believe that mastering communication and numeracy skills are a priority for these pupils in order to be able to access the whole curriculum in subsequent years. These children will be able to access MFL in the enrichment programme should they wish to do so.

Disadvantaged and More and Most Able pupils

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

As at Etonbury there will be an expectation that all staff identify and proactively support disadvantaged pupils and offer differentiation and stretch to the more and most able. Replicating the approach in place Etonbury, all disadvantaged pupils at KS4 would have a named teacher mentor to offer advice practical support and encouragement. A comprehensive careers and guidance programme will be provided.

In the growth phase of the new school we would link activities for the more and most able with those on offer at Etonbury, so giving access to a wider range of opportunities whilst achieving economies of scale. This provision would be linked to the after school enrichment programme. It would include, for example additional mathematics, a second MFL option at KS4 and engagement with third party activities such as The Excellence Club which offers University links to most able pupils. These initiatives are all currently operating successfully at Samuel Whitbread and Etonbury academies.

SEND/EHC support

As for Literacy and Numeracy support, we believe that our SEND systems in place at Etonbury are robust and effective and that they should be replicated to meet the needs of the intake cohort at Pix Brook.

We believe that effective staffing and parental engagement are two keys to success in SEND support. We would seek to recruit wherever possible Teaching Assistants who aspire to HLTA or qualified teacher status and so enhance the quality of SEND support in place.

At Pix Brook we would seek to increase the level of parental engagement for pupils in need of catch up and additional support. This 'Family Learning' would take place in after school sessions where subject teachers deliver core material to pupils working alongside their parents/carers. This would be another extension of a programme in place at Etonbury, with an increase in provision being put in place to meet the greater local need.

Key Stage 4

As at KS3, we believe that the core KS4 curriculum in place at Etonbury will suit the needs of the new school's intake, provided adjustments are made for individuals. In particular at Key Stage 4 we would maintain top-end stretch through access to the EBacc suite for all, the option to study Triple Science and the enrichment offer of a second MFL and Additional Maths. Whilst all pupils will have access to the full EBacc suite and will be encouraged where viable to follow this route, an alternative non MFL GCSE route will be available in line with prevailing DfE guidance or direction.

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

The KS4 vocational offer will be developed in collaboration with the other academies in the Trust and local FE providers, Bedford and Shuttleworth Colleges. Currently Samuel Whitbread Academy manages this aspect of the curriculum on behalf of the Trust, negotiating joint provision for SWA and Etonbury and will do so for Pix Brook. As a result course range and capacity to match the intake will be ensured alongside economies of scale.

EAL

There are very few if any EAL pupils in any cohort at Etonbury however outcomes for individual pupils at Etonbury is good. As a result we do not believe that the differences in the table above will necessitate significant change of approach between the two schools.

Teaching and Learning: Ensuring consistency of approach and standards achieved

To ensure consistency of the curriculum and Teaching & Learning, the following strategies will be employed in the growth phase, i.e. the first five years of operation:

Consistency of offer: Curriculum managers and subject leaders from the two schools will meet half termly to confirm curriculum content and delivery planning, so that wherever possible structure, pace and content are replicated.

Consistency of delivery: Led by the Trust Chief Executive, the Principals and senior leadership teams from the three schools, teacher performance management internal evaluations ['learning walks' with formal joint and common lesson observations] will be carried out half termly at each of the schools. Outcomes will be analysed to quantify the consistency of provision between the three schools. This process will be duplicated in terms of pastoral care to ensure the consistency provision and support. These systems are already in place across the Trust and will be expanded to include Pix Brook.

Consistency of outcome: Led by the Chief Executive, the Principals and senior leadership teams from the two schools, tracking data from the two schools will be analysed to ensure consistency (see also section D2 below).

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

Pupil performance tracking and target setting: Summary

The Trust would seek to replicate the pupil tracking and target setting systems in place at Etonbury academy with appropriate adjustments to account for likely variations in intake.

In all year groups the target is to complete formal tracking at half termly intervals and set outcome targets which place our pupils' progress in the top 20% nationally. We expect our existing academies to meet this target within three years. This policy will be replicated at Pix Brook. A combination of in-house spreadsheet based tools and commercial products, including 4matrix and FFTD will be used. Targets will be in the FFTD format, and tracked against comparable national progress and attainment data.

The system can be summarised as follows:

Key Stage 2 and 3. With the removal of the requirement to use 'Levels' and changes to KS 2 assessment procedures, the system in use at the Pix Brook will be developed from the Year 5 system introduced at Etonbury in September 2015.

Student baseline data currently used is KS2 NC level, in addition pupils are assessed using MidYIS on entry. Student performance is measured half termly in each subject area and progress of pupils and groups of pupils analysed. Pupils receive regular tutorials regarding progress, in an accessible format and through a range of formative assessment practice in line with academy marking policy. Further, pupils will be advised of progress through the use of Classroom Monitor and Target Tracker and Parents are advised of progress on a termly basis.

For the current year 5 [Etonbury] (autumn 2015 entry) a 'flight path' system has been developed. Year 5 trajectories are set for each student in each subject based on KS2, MidYIS and initial assessment data. Performance is checked termly, analysed by school management and reported to parents.

This methodology will have completed one complete KS2 / 3 cycle and been refined by the time of opening of Pix Brook. We plan to replicate the system in place at Etonbury at the new school.

D2 – measuring pupil performance effectively and setting challenging targets

Reading ability will be tested for all pupils on entry and tracked at the end of each year during key stage 2 / 3. Those pupils' whose reading level lies below the recognised threshold for intervention, will have diagnostic testing to determine specific reading programme interventions. Those with a reading age exceeding their chronological age will develop the extent of their reading via accelerated reader. In addition any student diagnosed with a recognised reading need will receive appropriate intervention.

Key Stage 4: In the past at Samuel Whitbread and now at Etonbury core target grades have been set using FFT type D values as a baseline for all pupils and subjects. Performance tracking and residuals were referenced to these values. For some creative arts subjects MidYIS estimates are used to cross reference due to the finer discrimination provided for arts subjects by this system. With the restructuring of the FFT system to FFT ASPIRE, the Trust has moved to a combination of FFT20 and 'intelligent' grades. This methodology, which will have been refined through its initial years of use, will be replicated at Pix Brook. The Trust and schools continually review best practice and developments in educational data tracking and analysis and make considered changes where the need is identified.

Differences between existing and proposed school

The differences between intakes of the two schools will not affect the tracking and outcome measurement methodologies in use. There is however likely to be a difference in emphasis regarding key groups and appropriate targets.

At Pix Brook there may be a need to be an emphasis on meeting the needs of a larger number of pupils who are new to the area as families move into the new houses. They may need fuller pastoral support to fit in to the community and culture of the schools.

Approaches to assessment, target setting and behaviour: Ensuring consistency between the schools

We believe that the key to ensuring consistency is a management structure and system that actively tracks both schools, draws frequent comparisons and responds rapidly to discrepancies.

The proven systems for target setting and assessment in place at Etonbury and Samuel Whitbread academies, as described above, will be replicated at Pix Brook. The overarching management structure, led by the Chief Executive will review these school functions at termly intervals with the leadership from each school. Within the governance structure this review cycle will be written into the overall scheme of delegation and accountability to ensure that this review and response cycle is carried out. As a result the Trust will hold the Chief Executive to account so as to ensure

D2 – measuring pupil performance effectively and setting challenging targets

consistency across the Trust.

The Local Governing Bodies provide regular school specific challenge and monitoring. Their local expertise and understanding of the needs of the community is used to ensure that all BEST schools are continually reviewing and self-evaluating to ensure they are meeting local need and satisfying statutory obligations.

It will be a clear and stated function of Trustees to ensure that standards of behaviour and behaviour management systems are consistent and consistently applied across schools within the Trust. The Trust Principals collaborate and communicate continually to ensure the consistent application of very high behavioural standards. The schools share common targets of 96% attendance, minimal exclusions with a target of zero. A strong relationship with The Academy of Central Bedfordshire exists to support the schools in constructively managing potential exclusions, and providing specialist provision for pupils in need.

Establishing exemplary standards of behaviour and positive ‘behaviour for learning’ are seen as key factors in the success of the new school. We recognise that growing and developing a new school from a single year intake presents an outstanding opportunity to establish and embed high standards of core behaviour. The system currently in place at Etonbury is based on an ethos of Values; endeavour, tolerance, respect and trust, encompassing recognition and praise for positive behaviour and a clear set of well signposted sanctions for unacceptable behaviour. Underpinning the ethos will be the Trust shared values which are embedded, across phases, by the Trust schools.

At an operational level, weekly student panel meetings of year heads, the SENCo, SLT pastoral lead and non-teaching support staff will discuss student progress and behaviour and share strategies and actions in relation to those pupils requiring different levels of need. Feedback from these meetings will be a standing item on the weekly SLT meeting agenda, ensuring the Principal is fully aware of any issues and as a result able to feedback to the Chief Executive and hence ensure consistency across the schools.

Reporting to parents/carers: ensuring parental engagement and support

Parent and carer engagement is key to establishing high academic aspirations, positive attitudes to learning and high standards of core behaviour. All parents will receive termly progress reports. And a minimum of two face-to-face consultations per academic year.

We will ensure engagement through clear initial communication of expected standards of behaviour and an unambiguous home/school agreement encompassing

D2 – measuring pupil performance effectively and setting challenging targets

our behaviour code. We will use an on-line feedback system, such as SIMS In Touch to complement our established use of Show My Homework, Groupcall, and Form Tutor and Head of Year communications so that all parents/carers can track their child's positive and negative progress, attainment and behaviour in real time. Rapid communication with parents/carers in the case of behavioural issues is seen as paramount; we will, as at Etonbury, operate an 'on the day' response time when communicating with parents on behavioural issues.

In parallel to systems which set standards for core behaviour and address any shortfalls, we believe that a key to student progress is to establish a culture of positive 'behaviour for learning'. This will be driven by positive feedback to pupils through a merit system directly linked to the school's 'House' structure, which will be set up via student voice, in the first year of operation. Developing, expecting and recognising positive student engagement will be incorporated in staff development and performance management. Our expectation of staff, pupils and parents/carers is that by joining Pix Brook, all will embrace and support this positive ethos that celebrates progress and success.

We will ensure that progress and attainment remain high profile within the school, through termly 'achievement' assemblies, House performance information and termly 'Principal's Breakfast' events with nominated pupils. Parental engagement with success will be ensured through positive reporting via the school website, newsletter and individual praise postcards from each curriculum area. Formal reporting will occur a minimum of twice a year, with termly progress checks and updates.

Teacher Performance Targets and Data Use

Robust and stretching targets will be set through the Performance Management process with interim reviews scheduled at key points in the year. Teachers, and Heads of Faculty will be held to account for progress and attainment meeting and exceeding the agreed targets.

The use of Data has become deeply embedded at Etonbury Academy since the last OFSTED inspection, and teachers and Heads of Faculty use it on a daily basis to inform planning and monitoring. Classroom Monitor has been implemented across all subjects and year groups, with regular testing and reviewing, and Target Tracker has been instated for Core subjects at KS2 to mirror the system used by all four feeder lower schools, and allow for the seamless transition of progress and attainment data at Yr4-5.

Etonbury Academy is partnering in the development of a single KS2 delivery team across all lower schools and Etonbury, with the aim of a single seamless Key Stage journey. This innovative approach, fully supported by all four lower feeder schools, will be replicated at Pix Brook Academy. See annex 2 Letters of Support: SAF

D2 – measuring pupil performance effectively and setting challenging targets

Action Group.

Pupils at Pix Brook Academy will be continually tracked and monitored throughout their time at the school, as they are at Etonbury Academy, and the data used by teachers, SEN, and management to ensure progress and attainment targets are challenging and met. The schools have the aim and intent to deliver student progress and attainment in the top 20th percentile.

Regular, but not excessive testing and data collation will be a feature of Pix Brook Academy, and the school will use a wide range of technologies and techniques to do this.

The pioneering Seamless KS2 programme led by the SAF (Stotfold, Arlesey and Fairfield Park) Development Group has already ensured that all lower feeder schools and Etonbury Academy are aligned and harmonised in terms of data transmission from lower to extended secondary, and that progress and attainment data is shared continuously and transparently across all teaching and management teams, as well as with Local Governing Boards and Trust Directors. Pix Brook will become part of this group and share in the benefits of a seamless transition from KS1 to KS2.

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

Full operation staffing levels

Teaching: 72 FTE, Teaching Assistants 14, Non-teaching support: 23 FTE, Pupil: Teacher ratio: 17.5:1

The text below illustrate how staffing will grow over the first 7 years of opening until it

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

is up to full capacity. Credible contingency plans to adapt the staffing structures for both the teaching and support staff will be made if income were to be less than expected or the school not to full capacity.

Teaching Staff

2019: In the first year of opening there will be 6 full-time teaching staff at least 3 of which will have core subject teaching expertise: School Principal, 1 Assistant Principal, KS 2 Leader, 1 SENCO. In addition, there will be the scope to employ one multiple subject teacher. These staff will be recruited from Etonbury, Robert Bloomfield or Samuel Whitbread academies where possible. These staff will be back-filled as necessary. Drawing upon the skills, expertise and experience of key Trust staff will be of great benefit to the new academy and will provide career opportunities for our best teachers and support staff. Senior staff and trust staff will be used to fill non-core subject teaching where necessary.

2020: Year 2 will add a Head of Year and 6 more teachers FTE. All other needs will be met by staff from Etonbury / Trust. Surplus Pix Brook staffing will, where possible, be utilised at Etonbury / Trust and financed accordingly.

2021: Year 3 will add a Vice Principal and Heads of Faculty for the core and Technology, PE, MFL, Humanities and Art and Creative. A third Head of Year and a PSHCE Co-ordinator and teacher [one post]. Additional main scale teachers will include Maths, English, Science, MFL, PE and Technology.

2022: Year 4: an additional Assistant Principal will be appointed. Assistant Heads of Departments for Maths, English, Science and MFL. Further main scale teachers recruited will be English, Science, Humanities (according to options) and PE. A 4th Head of Year will also be recruited.

2023: Year 5 will involve the 3rd Assistant Principal being recruited and a 5th Head of Year. A second in PE will also be recruited. Final recruitment of the following main scale teachers will mean that staffing is up to full capacity; English, Science, Mathematics, Humanities, Technology, PE and Arts and Creative.

2024/25/26: Heads of Year appointed. Further increase of required FTE staff to accommodate the final growth of the school to 1260 NOR.

See annex 7 Pix Brook Organisation Chart.

Support Staff

In the first instance to protect and allow senior leaders to focus on establishing ethos and best practice in teaching and learning, central services provided by Etonbury / The Trust will include; finance, admissions, HR, administration, IT support and site management. The SENCo, as a qualified teacher, is in the staffing structure above. On opening, there would be HLTAs and then TAs employed according to the

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

cohort's needs. The TA staffing level would be adjusted each year in order to ensure high level intervention and support according to SEND requirements.

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

Overview

Our curriculum will enable the development of our pupils into young adults through a robust PSHE and enrichment programme. This will be 'values led' and at all stages be based on our core set of values which stem from recognised British Values and awareness of our multicultural society.

The new Free School will be non-faith, non-selective and will welcome and meet the needs of all members of the local community. Reflecting and building on the ethos of the proposer, Bedfordshire Schools Trust and Etonbury school, the new school's ethos will be based on endeavour, tolerance, respect and trust. The ethos will be founded on this set of agreed values which have been embraced at Etonbury and encompass core British values. These values coupled with the school's awareness of, and response to, safeguarding and welfare agendas, will engender a safe and inclusive learning environment where all are welcome and individual beliefs are accepted and respected.

Through its existing provision in the locality and its extensive networking as part of the Trust 'Values' project, the Trust is aware of local demographics and how values based education can meet the needs of all and welcome all sections of the local community.

Welcoming all faiths and none

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

At all times and in all publicity and communication with the local community and in particular with potential parents and carers, the Trust will make a positive statement that the new school will be non-faith based and will welcome pupils of all faiths or none. We will make clear that whilst our ethos is itself ‘values based’ and reflects British Values and that admissions, the curriculum and staffing are not in any way linked to specific beliefs or faiths. This outward stance is important in establishing and extending our welcome to all in the light of the number of faith based schools within the Trust catchment. Within a two mile radius of the proposed site for Pix Brook, 1 out of 4 lower schools have a religious basis. The other local middle school, Henlow Academy is a Church of England school but there are no faith upper schools in the area.

Attracting pupils from all backgrounds

Pix Brook’s outreach and primary school liaison programme will be offered to all primaries in the locality regardless of affiliation. This programme will be based on the long standing and successful model in place at Etonbury. It will involve outreach visits to lower school providers to cover agreed areas of the curriculum and extension activities. Additionally, events at Pix Brook will be hosted for lower school pupils where they can access equipment and resources not available at their home schools. We will also welcome sixth formers from SWA as coaches [they offer Sports Leaders courses] and mentors. Sixth Formers regularly help with events and other activities in the other Trust schools. Examples of the curriculum areas and resources to be used will include science, technology and sport. Our aim is to be inclusive and to be recognised as such by all in the local community.

In parallel with this liaison with the lower phase, our other extended secondary schools and the sixth form, we will establish links with other local groups such as Bedfordshire East Schools Trust, Rotary and other local groups to ensure there is a thriving Parents’ Association. Pix Brook will offer a welcoming, tolerant and inclusive education for all.

The Family Learning programme which has been so successful at Etonbury will be a key feature of the strategy to welcome all children and their families into the school.

British Values

The British Values of democracy, the rule of law, liberty, mutual respect and tolerance will provide the foundation and connection to the values referred to above and which will underpin the new school’s ethos.

As at Etonbury Academy, the Trust will ensure that these British values are actively promoted throughout the year at Pix Brook so as to develop levels of tolerance and respect that will make the school welcoming to all. This promotion will be by such

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

methods as; themed assemblies linked to the whole school values 'cycle', promotion within the PSHE curriculum and in tutor time activities, promotion where appropriate within the academic curriculum in particular in the humanities and arts. In particular during daily tutor time pupils will work on a particular aspect of a British Value each week embedding awareness and understanding.

Background awareness will be raised through a sequence of themed paper and e-poster campaigns throughout the academic year, addressing each of the values and in particular British Values in turn. The e-poster approach would include incorporation into the school's screensaver, website home page and school video display screens.

Addressing the needs of pupils and parents

We will respect the right of all pupils, parents and carers and staff to meet their own obligations regarding religious observance. This position will be clearly set out in the home/school agreement for all pupils at the school and in all staff contracts.

Developing awareness of and respect for other faiths and views

Whilst Pix Brook will be non-faith based, its curriculum will be based on the National Curriculum and as a result will include RE lessons for all pupils. The KS 3 RE curriculum and programme of study will be based on SACRE guidelines and will include extensive study of a range of religions and belief systems. Delivery will be based around respect for all views, rather than promoting one particular viewpoint. By having RE in the curriculum the school will enable pupils to properly discuss different faiths and world views and explore their own. As a result of this taught curriculum and our values based assemblies and tutor time activities; we are confident that all pupils will develop a greater awareness of the range of belief systems in the modern world and do so from a stand point of respect and tolerance. This is particularly important in light of the predominately mono-cultural context of Pix Brook and the National profile of the risk of radicalisation. There some families from other cultures, mainly Asian, some Chinese and Black Caribbean collectively making up to 25% of the population. All but the occasional individual have English as their first language. The levels of EAL are therefore low and should individuals require help they will be supported on an individual basis.

Assemblies: Whole school, year group and House assemblies will be key to setting out the school's inclusive stance with regard to faith and world views. Our assemblies will link to the monthly values which will be displayed in communal areas as at Etonbury. but also reference major religious festivals in order to foster awareness, respect and tolerance. An embedded feature of assemblies at Etonbury, which will be replicated at the new school, is the inclusion of time for student reflection and contemplation. We will draw wherever possible on the support of a

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

range of religious groups to help present these assemblies, once again to improve awareness, tolerance and respect rather than promote any particular viewpoint.

In the growth phase of the new school we would envisage using staff and older pupils, including sixth formers from SWA, from Etonbury to deliver assemblies at the new school. We expect too that staff pupils from Pix Brook would reciprocate. This would ensure consistency of approach between the two establishments and give our new pupils access to a wider age range of peers.

Curriculum content: Breadth and balance

We will ensure that our curriculum at all key stages is broad and balanced and is not prejudiced in terms of faiths and/or world views. We will draw on our successful experience at Etonbury with regards to sensitive areas, such as evolution and sex education in science and the study of comparative religions in RE. We will inform all parents at the start of each academic year of any content that may be sensitive and give guidance on the process for withdrawal from lessons on religious or faith based grounds.

SMSC

Etonbury Academy tracks SMSC across the curriculum, and across all year groups. The school has developed a robust SMSC programme that compliments the PSHCE programme, and is a feature of the life of every student. This will be replicated at Pix Brook.

British Values underpin the ethos of Etonbury Academy, and will do so at Pix Brook. Although not faith schools, they reflect broadly Christian values, and celebrate and collectively worship in accordance with statutory guidance through regular assemblies, year group activities and community and charity outreach work.

PSHCE

All pupils at KS2 will have 2.5 hrs of Tutor, Personal Learning and Guidance time per week at KS3 they will have 1.6 hrs per week PSHCE/SMSC and elements of these areas will also be covered in morning tutor time.

The PSHCE curriculum which is in place at Etonbury and will be adopted at Pix Brook, has been recently developed from material published by the PSHE association. As a result we believe this a robust and contemporary course that engages and welcomes pupils. The core elements of PSHCE for year 7 will be based around the themes of: Transition, Relationships, Health and Well Being, British Values and Living in the Wider World.

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

Safeguarding and relevant policies

All aspects of safeguarding will be overseen at Trust level to ensure full compliance and consistency between all schools within the Trust. This is reflected in the Trust's Terms of Reference.

The school will be fully compliant with all aspects of safeguarding including for example site security, access, health and safety and staff recruitment issues. We will take advantage of the blank canvas presented by a new school to establish exemplary standards in respect of safeguarding. This will replicate the practice at Etonbury and Robert Bloomfield which was graded outstanding by Ofsted.

The School's policies, both statutory and non-statutory, will be defined and set by the Trust. This will ensure both compliance with legal requirements and that policies are tried, tested and fit for purpose.

Safeguarding will of course extend to e-safety. As a school where we aspire to full digital access, ensuring on-line and cyber safety for all pupils is paramount. We will ensure that, as at all Trust academies, technology is in place to protect our pupils whilst not unduly hampering their use of digital technology to enhance learning.

The Prevent duty

Meeting its obligations under the Prevent Duty is another area where the model, processes and experience from Etonbury will be replicated at Pix Brook. All staff will undergo training to give them the knowledge and confidence to identify children at risk. There will be clear systems in place to record and respond to any concerns raised with the school's SLT DCPLD/safeguarding lead acting as a focus for any issues. The school will access external support, for example CHUMS, Hear2Listen and CAN, via the local authority should the need arise.

Student welfare: Counsellor, bullying reporting and response

Ensuring a high level of student welfare is a key factor in welcoming pupils from all backgrounds and faiths and maintaining the core ethos of the school i.e. to ensure that all our pupils achieve their maximum potential.

The welfare system will be based around student centred pastoral care, backed up by robust intervention and support systems derived from statutory and non-statutory policies. The system will be based around the duty of care expected of and exercised by year heads and their non-teaching Student Support Coordinators, working closely with form tutors. We envisage that each Form Tutor will remain with their tutor group from year 5 – 11 so developing a good understanding of each student's needs. Weekly pastoral panel meetings will review and respond to cases of concern.

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

Under central provision from the Trust we will have access to a qualified counsellors and home-school link workers, social workers who will be employed by the Trust and voluntary organisations providing family support such as OutsideIn.

Referral to external child / family support by the pastoral team will be in agreement with parents/carers. The school will also use the Trust family liaison workers to engage with hard-to-reach parents and carers, and improve attendance and engagement by vulnerable and disaffected pupils.

Pupils and parents/carers will be able to report concerns including bullying in person or by an on-line incident reporting system accessible via the website.

Pix Brook Academy will replicate the non-secular approach of Etonbury Academy that respects and values all faiths, while ensuring all pupils receive an education that reflects British Values with a broadly Christian underpinning. The school will also celebrate Eid, Diwali and Hanukkah, as well as ensuring that pupils with no faith are able to enjoy and learn about the major religions in a secure and non-judgemental environment.

Etonbury Academy regularly invites faith leaders in to deliver assemblies, and organises trips to a Mosque, local Church, Hindu Temple and Synagogue. The pupils at Pix Brook will also enjoy these trips.

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

The following is an extract from the basic need case made by the local authority, Central Bedfordshire;

Based on NHS birth data and school place planning data, student numbers in the Arlesey, Stotfold and Fairfield areas of Central Bedfordshire are due to increase significantly in the next few years.

Even at the most conservative estimates local school capacity will be under serious pressure by 2019, with this situation worsening significantly over the following few years. To ensure continuity and certainty for pupils and parents the Trust would like to develop a similar school to its Etonbury Academy to deal with this deficit in places and provide places at year 5 and remove a transition point. The LA made a call for sites in February 2016, the results of which are expected later this year. However, the criteria for selection include, proximity to major roadways, rail stations and commercial centres, The Pix Brook catchment includes [REDACTED]. The local authority is under an obligation to provide circa 35,000 new homes by 2035. Already 5,000 houses are being built in Stotfold with 1500 to follow next year in Arlesey and a further large development of 1000 houses in Fairfield. The call for sites is in addition to this growth. Below is a link to the CBC call for sites.

<http://www.centralbedfordshire.gov.uk/planning/policy/local-plan/call-for-sites.aspx>

It is inevitable that many of these homes will be built in the A1 corridor to which the towns of Stotfold, Arlesey and Fairfield Park [AS&F] are adjacent and well connected by the A507. The Trust anticipates that the demand for pupil places will accelerate with this development and the Pix Brook Academy will fill more rapidly than currently anticipated. The extract and link to the local plan shows CBC's intention to concentrate housing development along major transport routes, AS&F are located adjacent to the A1 and Arlesey has a high speed railway link to London

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

Kings Cross.

Basic need

The catchment is expanding with significant housing developments across the area. Arlesey and Stotfold have seen considerable growth since 2001. By 2011, the parishes of Stotfold and Arlesey combined grew by over 70% in population terms, with further growth in adjacent Henlow parish of nearly 50%. All local schools are therefore under pressure and are either full or filling very rapidly. The continued build out of existing planning permissions and commitments at Stotfold, Arlesey and Fairfield will see this growth continue up to 2021 and beyond.

Central Bedfordshire Local Authority states;

'The Samuel Whitbread Planning Area includes the towns of Shefford, Arlesey, Stotfold and surrounding villages. There are two middle schools in this area, Henlow and Robert Bloomfield, Etonbury Academy is a middle / upper hybrid covering years 5 to 11 and Samuel Whitbread is an upper school.

There has been a significant increase in demand for school places within this area, and forecasts are showing an immediate and sustained need for additional school places across all phases. The need for lower school places is being addressed by planned school expansions and an expansion of Etonbury Academy is planned from September 2017. There remains a need for additional middle and upper school provision, over and above that planned at Etonbury Academy. This document sets out the middle and upper school forecasts in support of the application for a middle/upper school hybrid Free School within the Samuel Whitbread Planning area, as this would address a basic need for school places.

Table 1: Middle and upper school capacity:

		Admission number, by year group							
School	Capacity	5	6	7	8	9	10	11	6th form
Etonbury	1,260	180	180	180	180	180	180	180	0
Henlow C of E Academy	560	140	140	140	140	0	0	0	0
Robert Bloomfield	900	240	240	240	240	0	0	0	0
Samuel Whitbread	1,650	0	0	0	0	434	434	434	384

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

Total	4,370	560	560	560	560	614	614	614	384
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If the admission number by year group is used then there are 2,240 middle school places and 1,842 upper school places across the Samuel Whitbread Planning Area. The capacity shown in table 1 includes the planned expansion of Etonbury Academy from September 2017, which will increase the admission number to 180 across all year groups.

Pupil forecast

The 2016 forecast is showing an immediate need for middle school places and a need for upper school places from 2021.

Table 2: Middle School Forecast

September forecast	Total	+/- places
2016	2135	105
2017	2338	-98
2018	2414	-174
2019	2527	-287
2020	2630	-390
2021	2716	-476
2022	2780	-540
2023	2793	-553
2024	2784	-544

Table 3: Upper School Forecast

September forecast	Total	+/- places
2016	1690	550
2017	1790	450
2018	1938	302

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

2019	2020	220
2020	2104	136
2021	2272	-32
2022	2396	-156
2023	2523	-283
2024	2647	-407
2025	2816	-576
2026	2849	-609
2027	2846	-606
2028	2811	-571

The forecast takes into account the number of 0-5 year olds currently living within , or on roll at schools, in the area and the housing development which is included in the CBC housing trajectory which includes the sites which have already been promoted but not the full demographic growth which must be provided by 2035. The version shown is the 2016 forecast, which is indicating a need for up to 951 middle and upper school places by September 2024, with a further increase in the need for upper school places to create a total need for 1,115 (6FE).

The forecast is refreshed on an annual basis and it is expected that the need shown will increase in future versions as a result of a number of planning applications which have been made on sites outside of the local plan, and which are not currently in the housing trajectory but which may gain planning permission over the coming months. In addition to this, 1FE of additional lower school provision is planned within Fairfield Park for September 2017, and a further 2FE of lower school provision will be created within housing development at Arlesey over the next 5 years. That will mean an additional 3FE of pupils needing middle and upper school places in the Arlesey/ Stotfold area, above that shown in the existing forecast.

It is evident that there is a long-term need for 6 FE of middle and upper school places, and therefore the LA fully supports the application for a middle/upper hybrid free school in the Arlesey and Stotfold area'. The detail above is provided by the local authority via their School Organisation, Admissions and Capital Planning team [REDACTED]. See annex 2 Letters of Support

[REDACTED]

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

The fundamental purpose of this application is to address basic need issues however, the Trust also wishes to take this opportunity to improve standards within the community.

Our proposal is that the free school will be based on the already successful and popular model of lower schools feeding into an extended secondary school 9 to 16 with post 16 education provided at the large and very good Sixth Form at Samuel Whitbread Academy. This year's results are on the table that follows.

	2011	2012	2013	2014	2015	2016
A*-A	20	17	15	17	22	27 (+5%)
A*-B	37	38	40	36	46	53 (+7%)
A*-C	65	66	67	66	75	75 =
A*-E	97	98	99	99	99	99 =
ALPs	7	5	5	4	3	5

The table above shows the steady improvement at A2 at SWA over the last 5 years.

The local lower school head teachers and governors have endorsed this model and have undertaken to work very closely with the Trust to ensure accountability and a significant improvement in key stage 2 standards. See annex 2 Letters of Support. The Trust and the feeder lower schools to Etonbury which are currently not in the Trust have entered into an agreement in principle to jointly appoint a head of KS2 to be accountable for KS2 across all the schools.

Schools nearest to the proposed free school location <i>Insert the names of your local schools below- add rows as necessary</i>	Distance from proposed location of free school in miles	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to your school type*	Attainment Measures relevant to your school type*
Samuel Whitbread Academy [14- 19]	██████	2 in June 2014	12.7%	1.7%	2%	Expected progress in English 69% Expected progress in Maths 61%	Pupils achieving 5 A* - C inc M&E 65%
Etonbury Academy [9 – 16]	██████	2 in Oct 2012	7.2%	0%	0%		https://www.compare-school-performance.service.gov.uk/school/137632 See annex 5 Results for details
Henlow Academy [9 – 13]	██████	2 in March 2015	4.6%	0%	0%		https://www.compare-school-performance.service.gov.uk/school/138027
Robert Bloomfield Academy [9 – 13]	██████	1 in July 2014	6.4%	0%	0%		https://www.compare-school-performance.service.gov.uk/school/136713 See annex 5 Results for details
Stratton Upper	██████	2 in May 2015	17%	3%	2.1%	Expected progress in	Pupils achieving 5 A* - C inc M&E 50%

School						English 66% Expected progress in Maths 69%	
Redborne	████████	1 in May 2008	10.7%	1.2%	1.7%	Expected progress in English 82% Expected progress in Maths 82%	Pupils achieving 5 A* - C inc M&E 72%
Harlington	████████	2 in October 2013	12.5	3.2	1.6	Expected progress in English 77% Expected progress in Maths 71%	Pupils achieving 5 A* - C inc M&E 63%
Average figures that may be applied to Pix Brook	<i>Use data about all local schools above to create average figures for the cohort of your free school</i>		13.2%	2.3%	1.85%	Expected progress in English 74% Expected progress in Maths 71%	Pupils achieving 5 A* - C inc M&E 59%
Local average			13.23%	2.75%	1.85%	Expected progress in English 73.5% Expected progress in Maths 70.75%	Pupils achieving 5 A* - C inc M&E 59%
National			15.2%	15%	2.8%	Expected	Pupils achieving 5 A* - C inc M&E 53.8%

average						progress in English 70% Expected progress in Maths 65%	
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Offering higher standards than local schools: Above is a table of the most up to date details of the schools in the area including their attainment data.

E1 – provide valid evidence that there is a need for this school in the area
<p>Improving standards</p> <p>The two schools providing education at key stage 4 local to this area are underperforming producing results averaging 50.5% [see table above] 5 GCSE including Maths and English. Part of the Trust’s strategy to improve outcomes is to introduce key stage 4 at Etonbury and now at Pix Brook. The Trusts strategy has already had an impact at SWA, improving outcomes at both GCSE and A2 with an increase from 53% to 64% A*CME and as shown in the table above at A2. The target for all Trust academies providing KS4 is to be in the top 20% nationally, this will be the case at Pix Brook. This strategy outlined above and in place at SWA has already had a significant impact on results at KS5. The teaching school and Bedfordshire schools training partnership operating from BEST House add great value to the standards of teaching and learning and will do so at Pix Brook.</p> <p>‘The academy’s involvement with the Bedfordshire East Multi-Academies Trust; its own status as a Teaching School are used very effectively to create opportunities for staff to develop professionally’. Ofsted Robert Bloomfield Inspection June 2014</p> <p>Add choice/diversity of provision locally and engaging with the community</p> <p>The Pix Brook Academy will operate as a fully independent academy within the Trust following our model of high autonomy and high</p>

accountability. The academy will complement our already established 9 to 16 academy at Etonbury. Pix Brook will be a community hub, embracing the pupils and families of the growing commercial centres of Arlesey, Stotfold and Fairfield.

The Pix Brook Free School will address the need for educational service provision and provide pupil places for the pupils and families who have already moved into the new housing developments and will move into those planned.

The Trust has prepared for this growth and has developed a strategy to provide pupil places and facilities for the use of the academy and the community. The Trust Sports Management Group includes representatives from the local town councils, CB Council and the Football Foundation. We will be engaging with CBC Education and Sport and Leisure departments to provide much needed facilities for community use. At Pix Brook we will consult with local stakeholders and the community to establish the facilities that would be best suited for the use of the academy and the local community. The Trust is committed as exemplified by its work with CBC, the Football foundation, Sport England, local town councils, clubs and societies to bring further service benefits to the Arlesey Stotfold and Fairfield Park community as it has achieved on its Etonbury campus.. It is hoped that should Pix Brook be [REDACTED] that these facilities will be available for Pix Brook use and the facilities built at Pix Brook will be used by pupils at Etonbury. Both sets of facilities will be subject to a community use agreement and be open to the community

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



Improving standards

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

PUBLIC CONSULTATION

Introduction

During the consultation period we will be consulting with all stakeholder groups within the local community including other local education providers, local councils, parents, businesses, community groups, charities and others who live and work within the local area.

The aim of our consultation is to:

- make the local community aware of our proposal so that they are very clear about what is being proposed and why
- provide easily accessible information for those who would like to find out more
- give people the opportunity to give their views and for them to be able to do this in a variety of convenient ways including online, by post or in person at events and meetings
- help us identify key local issues and to take these issues into consideration as we develop the new school – using the valuable insight gained to further shape its direction
- ensure that this is an inclusive process where every section of the community has the opportunity to have their voice heard
- capitalise on the consultation process and discussions with 3rd parties so as to try and identify areas for possible collaboration that could have a positive impact on the new school in the run up to the opening and beyond.

Initial actions

We have already consulted with the Head Teachers and Governors at our local lower schools who have responded positively to our proposal. They have also agreed to work with us very closely to ensure accountability and to drive a significant improvement in Key Stage 2 standards. On May 12th 2016 all the Head Teachers in the Etonbury Academy catchment met to discuss the way forward and overwhelmingly agreed that a

E2 – successful engagement with parents and the local community

two tier system of lower schools and extended secondary schools with a senior leader appointed by the Trust to work across each catchment group of schools in Arlesey, Stotfold and Fairfield Village, would be appointed to ensure outstanding outcomes at key stage 2. A copy of the agreement is included in annex 2 – Letters of Support.

The consultation process

High quality marketing and communications have a significant role to play in the consultation process so that we are able to consult widely and effectively with all stakeholder groups.

Communication with local businesses

We will be writing to the directors of all large local businesses and we will be asking permission for them to distribute our information about the development of the new school to their staff and we will also be using our discussions to identify possible areas of collaboration that could benefit the pupils of the new school.

Closing statement

Having undertaken comprehensive consultation process, including communication through all media and the hosting of two events, there is considerable local support for this scheme. Over 96% of respondents agreed that the Trust should enter into a funding agreement to establish this school. The lack of a 6th Form in the application was a source of disappointment and the reason for the small minority of 4% not in support of the bid.

We see this consultation as vital in the development of the new school and we will periodically review the feedback that we receive and take all views into account as we develop the school further. Once we have completed our initial consultation we will continue to keep the local community informed and provide opportunities for feedback.

As part of this 'ongoing' consultation process we will:

- continue to communicate with parents through all of the lower schools
- use the website and social media to encourage people to give their views and engage in discussion
- ensure that we reach all sections of our community through appropriate channels that relate to their culture and interests
- tap into existing networks, forums and groups where local parents congregate and start discussion threads e.g. the local Mumsnet and Netmums
- hold public information events where people can come and view our plans for the new school including the development of the land
- keep the community informed through the local media and 'information stands' at key events throughout the year including prime locations within the immediate geographic area
- leverage the existing relationships that other organisations have with key target markets by gaining their support and using their communications channels to share information about the development of the new school and encourage dialogue.

E2 – successful engagement with parents and the local community

We will also be developing a pre-opening marketing plan which will detail how we are going to maintain momentum after the initial consultation period and how we are going to go about marketing the new school to prospective parents, staff and partners.

For full Consultation Report see Annex 6

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.



Bedfordshire Schools Trust Ltd [formerly Bedfordshire East Multi Academy Trust Ltd] is a sponsor since November 2011, is an existing MAT with 6 schools. We also have letters confirming our capability and capacity to sponsor a Free School in wave 12 from the Regional Schools Commissioner. Annex 2. Therefore, the following table has not been completed.

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

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

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

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

[Add lines as appropriate]

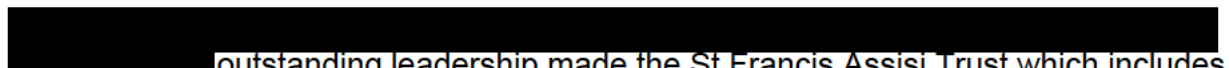
F1 (a) Skills and experience of your team

The Trust has the experience of sponsoring academies and has made great progress in raising achievement for all. In 2014 the Trust sponsored Langford Lower School which required improvement, it has received an interim HMI report rating it Good – Annex 2. The Trust has also taken Samuel Whitbread Academy from requires improvement to good and Etonbury Academy from requires improvement to good. Both Gravenhurst and Robert Bloomfield academies have remained at outstanding.

In so doing the academies in the trust have become popular with parents, this and local demographic growth has put pressure on pupil places. The Trust has responded by partnering with the local authority, Sport England and sporting national governing bodies to expand and develop its academies through age range changes, the introduction of nursery classes, nursery settings [0 to 4] and new classrooms/specialist facilities.

For example, The Trust has invested in Etonbury middle school and transformed it into a 9 to 16 extended secondary with a sports hall, all-weather pitch and fitness gym. Whilst this expansion is on an existing campus the Trust has leased additional land and effectively created a new secondary academy of age range 9 to 16 with a capacity of 900 places [from 480] serving the local towns of Arlesey and Stotfold. Previously pupils have been bussed to Samuel Whitbread Academy [upper school 13 to 19] 5 miles away. Since the completion of this project the Trust has been commissioned to undertake a further expansion of Etonbury to take it to 1260 pupil places.

The Principal of Etonbury Academy and senior leaders have been appointed as have the heads of department, teachers and support staff required to deliver key stage 4. The academy is filling beyond expectations and while there are diseconomies the academy has been supported by the Trust Education Team and central services in partnership with the local authority. Some Trust staff have been re-deployed and promoted from within the trust, leadership and management has been shared and central services have provided expertise reducing the need and expense of consultants. Etonbury enjoyed its best key stage 2 results in its history [2015] and 90 [75%] children are staying on into year 9 to begin their key stage 4 studies. We anticipate that the academy will be full by September 2017.

 outstanding leadership made the St Francis Assisi Trust which includes St John Rigby Catholic Primary School, St Joseph's Catholic Lower School, St Gregory's Catholic Middle School and St Thomas More Catholic Teaching School an outstanding group of schools serving almost 2000 children. That school community is rightly proud of its achievements in recent years. These successes include:

- In the top 100 most improved schools in the country (DfE, 2013)

F1 (a) Skills and experience of your team

- Graded Outstanding (OFSTED, 2011)
- Graded Outstanding (Diocese of Northampton, 2011)
- Awarded Teaching School Status (National College, 2011)

<http://www.st-thomasmore.org.uk/page/default.asp?title=Home&pid=1>

There is also a wealth of relevant experience on the Board of Directors. [REDACTED]

[REDACTED] The REAch2 Academy Trust is the largest primary-only academy trust in the country. It is a growing charitable organisation currently supporting some 53 primary academies across England.

The cornerstone of REAch2 is a solid, unshakeable foundation, defined by exceptional teaching experiences and shared touchstone values of learning, leadership, enjoyment, inclusion, inspiration, responsibility and integrity. <http://reach2.org> [REDACTED] has brought these qualities to the Trust.

Structure and operating model

The delivery team has the skills to undertake the required work to successfully open the school. The key tasks involved are:

- Comprehensive planning of the operation of the school in order to ensure the delivery of high-quality education from the 'first day of school', including formulation of key policies and operational plans for delivery of the curriculum
- Recruitment of key staff, and establishment of the associated personnel processes and policies, including remuneration
- Financial planning for the school's operation, and financial management of the pre-opening phase
- Promotion and marketing of the school to prospective parents
- Progressive recruitment of additional governors, in order bring the Governing Body to its full complement

In addition to project management of the development of the new school, we have leads and sub-groups for each of the following key areas:

Education:

Chief Education Officer [NLE], a Principal of an outstanding lower and an outstanding middle school, an aspiring leader and the Principal Designate

Safeguarding:

F1 (a) Skills and experience of your team

Trust designated senior leader for safeguarding and the local safeguarding member of staff

Finance:

Head of Projects and Capital, Trust Finance Manager and the Principal Designate

Community Engagement:

Trust Marketing Consultant and the Principal Designate

Premises and H&S:

Trust Operations Manager, a Trust Site Manager and the local Site Manager as appointed

Human Resources:

Principal Designate and Trust HR Manager

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

Admissions:

Trust Admissions Administrator

Information Technology:

Trust IT Manager, IT service provider and local staff

Marketing:

CWS Ltd [REDACTED] and the Principal Designate

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

Capability

Governance is provided by the Trust Board of Directors, a board of 7 with a range of expertise, skills and experience. Directors have expertise in the areas of HR, marketing, education, school improvement, commerce, business and community. The chair is very experienced [REDACTED]

F1 (a) Skills and experience of your team

[REDACTED]

The board of 7 including the CEO are focussed upon strategic issues, aimed at raising standards and outcomes. The board provides strong and effective leadership setting the strategic direction of the trust. There is a clear scheme of delegation for local governing bodies. Their aim for the Trust is for every school to be in the top 20% of schools nationally for progress and attainment.

The Trust sets high level targets for all of its academies and will provide challenge in order to exploit strengths eliminate weaknesses and improve outcomes. The responsibility for taking Pix Brook to 'outstanding' to raise achievement for all will lie with the Local Governing Body and the Principal supported by the senior team, managers, teaching and support staff. The Trust Board of Directors are:-

Chair

[REDACTED]

Chief Executive Officer

[REDACTED]

Director

[REDACTED]

F1 (a) Skills and experience of your team

[Redacted]

[Redacted]

[Redacted]

Director

[Redacted]

[Redacted]

Director

[Redacted]

[Redacted]

Director

[Redacted]

[Redacted]

[Redacted]

[Redacted]

F1 (a) Skills and experience of your team

[Redacted]

Director

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Head of Projects and Capital

[Redacted]

[Redacted]

Marketing Consultant – CWSConsult Ltd

[Redacted]

Project Management Consultant – AMR Consult Ltd

F1 (a) Skills and experience of your team

[Redacted]

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Marketing	Pre-opening	We have engaged a marketing consultant [REDACTED]
Project Management	Pre-opening	We have engaged a specialist project management company AMR Consult Ltd [REDACTED]
Legal	Pre-opening	[REDACTED] [REDACTED] [REDACTED]

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap

[Add more lines as appropriate]

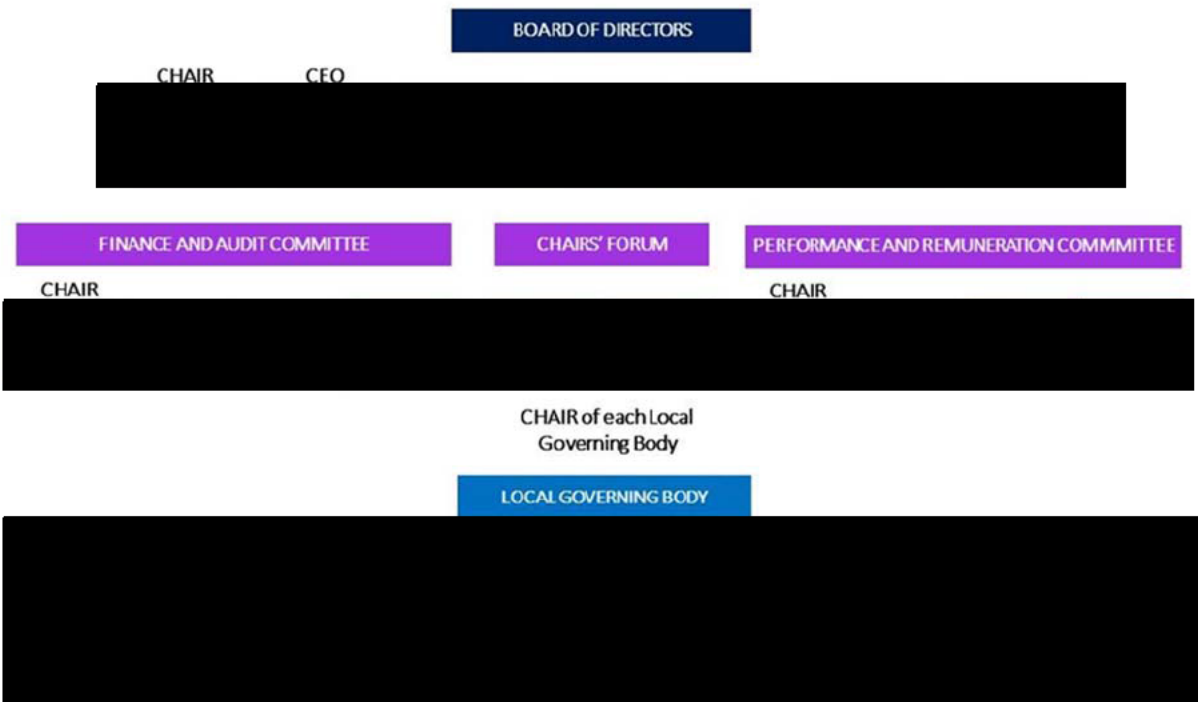
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

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

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

The diagram below shows the governance structure of the Trust. See Governors Handbook annex 3 for further detail.



Roles and responsibilities to ensure accountability to drive improvement at Pix Brook. For further detail see Annex 3 Governance, Scheme of Delegation and Operational Structures

Trust Board of Directors

The purpose of the Trust Board of Directors;

The Trust Board of Directors is Bedfordshire Schools Trust's accountable body. It is responsible for the conduct of the Trust's academies and for promoting high standards. The Trust Board of Directors should bring an independent judgement to bear on issues of

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

strategy, performance and resources including key appointments and standards of conduct. It aims to ensure that children are attending successful academies which provide them with a good education and supports their well-being.

The Trust Board of Directors:

Please see annex 3

Governance, Scheme of Delegation and Operational Structure page 4

Chairs' Forum

Please see annex 3

Governance, Scheme of Delegation and Operational Structure page 13

Trust Chief Executive Officer

Please see annex 3

Governance, Scheme of Delegation and Operational Structure page 14

Pix Brook Principal

Each academy Principal will operate with high autonomy and high accountability. The role of the Principal is;

The Principal will undertake his/her role and responsibilities by;

- Providing outstanding leadership of the Academy to secure its continuing improvement and success.
- Leading the strategic development of the Academy within the context of the shared vision, values, aims and objectives of the Trust.
- Performing the statutory duties required of a Trust Academy.

The Principals' prime responsibilities are to ensure;

- the improvement of Learning Standards
- the improvement of Teaching Standards,
- the development of the All Through Curriculum,
- the improvement of Children and Family Services,
- to ensure the appointment of outstanding teaching staff,
- to lead the strategic development of the Academy within the context of the shared

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

vision, values, aims and objectives of the Trust

Local Governing Board

Please see annex 3

Governance, Scheme of Delegation and Operational Structure page 15

Value for Money

The Trust Central Services Finance Team [Finance Manager, Finance Co-ordinator and local Finance Assistants and local Finance Teams] undertake their roles and responsibilities to ensure the following at all academies,

[Pix Brook will benefit from this team and their expertise in pre-opening and thereafter]

Financial governance and oversight

The Trust's system of financial control is based on procedures and systems to ensure adequate controls are in place through setting targets, regular management information, delegation of authority and segregation of duties, clearly defined purchasing guidelines and identification and management of risks. Our academies all use the PS Financials software and Pix Brook would be brought onto this system.

The Board of Directors approve the annual budget forecast of the academy trust and review admissions numbers/forecast and 5 year budget on an annual basis ensuring that we have future financial stability.

The Finance and Audit Committees meet termly to review the budget monitoring reports, the internal compliance reports and the external auditors' management report and take action on any recommendations made by them. The Accounting Officer has monthly meetings with the Head of Projects, Capital and Resources and the Finance Manager. The Finance Manager monitors the finance teams in each academy on an ongoing basis.

Better Purchasing

The Trust ensures purchasing processes are consistent across all the academies within the Trust. We have segregation of duties and defined levels of delegated powers with respect to all purchases. Long term contracts are regularly reviewed and compared against other providers, in order to achieve the best price without compromising quality. We negotiate prices with our suppliers regularly and this year have centralised capital and IT procurement. For example, we have replaced the individual solutions for laptops, desk tops, photocopiers and printers that each academy had with a central, more cost effective and efficient printing solution across the Trust. This has reduced the overall expenditure on hardware and also on paper and toner costs by reducing unnecessary printing.

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

Benchmarking

The academy benchmarks itself against other schools of similar size, student numbers, staff numbers and costs whenever it can access the relevant information. We meet and share best practice with academies outside of the Trust in our community.

Options Appraisal

The Trust applies the principles of best value when making decisions about the use of resources to improve standards and quality of the education it is providing. Allocation of resources is done in a way that best ensures the educational needs of the pupils are supported. Members of staff with leadership, management and advanced skills are shared across the academies within the Trust to provide the best education for all our pupils while benefiting from the resulting economies of scale in the staffing budget. With regard to purchasing the Trust has procedures that specify processes that take into account best value in terms of suitability, efficiency, time and cost. The procedures identify value limits for items that can be purchased directly, that need three quotes, and that require competitive tendering.

Economies of Scale

Members of staff who are in leadership and management roles or have advanced skills are deployed across the academies within the Trust in order to provide cost efficiencies. The Trust reviews services, subscriptions and licences common to all our academies and endeavours to negotiate a single central solution at a reduced overall cost where possible. We look for opportunities to enter into sharing services with other schools, for example specialist teachers and instructors are deployed across the Trust providing a service to schools inside and outside of the Trust.

Maximising Income Generation

The Trust explores every opportunity to generate additional revenue. The premises are let to community sports/music/dance groups and clubs. The Trust works very closely with the local community and we have managed to raise income for some projects by successfully bidding to local charities for additional funding.

The Trust HR, Finance and in-house catering functions are at a level of quality and best value that we can offer them as a service to new organisations. We currently provide catering to two schools outside of the Trust. Pix Brook would benefit from our HR service which uses the EPM system, our IT and financial services.

Academy budgets are centralised to maximise efficiency and bank interest. All cash is held in a liquidity deposit account to gain limited interest and “swept” in/out of the current account daily. We continue to look at investment opportunities to maximise the potential of these cash reserves. These services are in place and well developed. Pix Brook

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

would be able to take full advantage and benefit from the outset.

Review Controls and Managing Risk

The Trust has appointed external auditor [Mazars] to carry out the internal compliance audit and the annual external audit. We have an excellent working relationship and benefit from economies of scale, reducing costs to all member academies.

The Audit Committee meets termly and reviews policies and procedures such as the Finance Procedures, Risk Register, Compliance reports, etc. The Head of Projects, Resources, Operations and Capital with the Finance Manager prepare management reports with key performance indicators based on the Trust's goals for the Finance and Audit Committee meetings. The Trust's financial procedures are updated annually to ensure any new changes in procedures or statutory requirements are incorporated. Risk mitigation is supported through the Trust's Reserves Policy which identifies an appropriate level of free reserves that should be maintained to provide sufficient working capital to cover cash flow delays and unexpected emergencies and any unforeseens.

Governance and the Community

The LGB will be elected with parents, staff, and the community represented. Links with the community need to go beyond parents and we would encourage local private and commercial interest to be included. The Trust will be looking for a range of skills to cover the main areas of teaching and learning, HR, finance, site and maintenance.

The details of how the LGB will integrate with the Trust board of directors is explained in the in Annex 3 Governance, Scheme of Delegation and Operational Structure page 20

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

Bedfordshire Schools Trust Ltd [formerly Bedfordshire East Multi Academy Trust Ltd] is a sponsor since November 2011, is an existing MAT with 6 schools. We also have letters confirming our capability and capacity to sponsor a Free School in wave 12 from the Regional Schools Commissioner. Annex 2. Letters of Support. Therefore, this section has not been completed.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

Annex 1

School Improvement Plan Samuel Whitbread Academy (SWA) 2016-19

Target: By August 2016, Advanced Level and GCSE (and their equivalents) outcomes for progress and attainment will be in the top 20% nationally.

Context: It is anticipated that the 'excellent' ALPs Grade 3 (top 21-15% nationally) for the Sixth Form will be maintained/improved in 2016. And that outcomes in KS4 will be dramatically improved. For instance, 5 A*-C EM GCSE Grades are predicted to rise from 53% to 64% in 2016.

Strategy:

1. Leadership (inc: Governance) for the Trust and to ensure the improvement of Samuel Whitbread Academy

- several new appointments have been made, including: a National Leader of Education (NLE) [REDACTED] a new Principal; new Board of Directors (possessing a National Leader of Governance), under the leadership of the Chair of Reach2 and Reach4; a largely new Local Governing Body at SWA, under the leadership of the Head of School Improvement for a neighbouring LA – Carrie Trill
- a partnership with a local outstanding Teaching School (TS) has been developed. Another NLE – [REDACTED] – is to Mentor the new SWA Principal
- SWA has joined 'Challenge Partners' to undertake a rigorous and robust peer review process
- all senior leaders will visit outstanding schools and engage in joint-development practice with senior leaders in comparative positions.

2. Expectations and accountability

- all KS4 and KS5 targets have been set at the minimum 20th percentile nationally
- all leadership systems, including planning and evaluation have been refined to clearly target student outcomes
- appraisal processes have been re-written to raise aspiration, ensure consistency and deliver excellence
- clear lines of accountability have been established for all activities.

3. Continuous Professional Development (CPD)

- a school-wide needs analysis has been completed by a NLE
- a bespoke school improvement intervention strategy will be implemented from September, 2016. This is to be delivered by the local Teaching School (TS) and will include MAT-MAT support and the strategic deployment of a team of SLEs
- a comprehensive Governor Skills' Audit has been completed and a tailored Governor Training Programme created to be delivered by the TS during the Autumn of 2016.

4. Culture of competition and celebration

- a student leadership group has been developed, led by the Head Girl/Boy. This has been tasked to define what an Outstanding Learner looks like; to lead

- assemblies, learning walks and tutor activities to reinforce this message throughout the student body. A growth mind-set for all is being nurtured
- the house system will be further developed to promote, reward and celebrate academic competition and success.

Annex 2 Letters of Support

Confirmation of sponsor Free School capacity and capability letter

[REDACTED]
Bedfordshire East Multi-Academy Trust Shefford Road
Clifton Shefford SG17 5QS

Dear [REDACTED],

Re: RSC Confirmation of sponsor Free School capacity and capability

16 June 2016

We met on 29 April and discussed Bedfordshire East Multi-Academy Trust's (BEMAT) proposed free school application and capacity, but I have not yet contacted you to put it in writing. Given BEMAT's track record and capacity I am content to agree a capacity of 1 free school application in the North West London and South Central region for this September (Wave 12).

The application will consist of;

- Arseley and Stofold Free School (Central Bedfordshire) – mainstream, middle school, likely to open in 2019

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

If you have any further questions please contact my team via

[REDACTED]

Kind regards,

[REDACTED]

Letter from the Regional Schools Commissioner re Free School sponsorship, capability and capacity



[Redacted]

3rd Floor, High Trees
Hillfield Road

Hemel Hempstead, Herts
HP1 1BB

[Redacted]
Bedfordshire East Multi-Academy
Trust Shefford Road
Clifton
Shefford
SG17 5QS

16 June 2016

Dear [Redacted],

Re: [Redacted] Confirmation of sponsor Free School capacity and capability

We met on 29 April and discussed Bedfordshire East Multi-Academy Trust's (BEMAT) proposed free school application and capacity, but I have not yet contacted you to put it in writing. Given BEMAT's track record and capacity I am content to agree a capacity for **1 free school** in the North West London and South Central region in wave 12.

Please upload this letter alongside your final application form and complete the shorter **capacity and capability** section as indicated. Please note this letter is not an endorsement of your application as a whole and does not imply it will be approved.

If you have any further questions please contact

[Redacted]

Kind regards,

[Redacted]

[Redacted]

[Redacted]

[REDACTED]
Bedfordshire East Schools Trust Ltd
Bedfordshire East Multi-Academy Trust
Best House
Shefford Road
Clifton
Bedfordshire SG17 5QS

Direct
Dial:
Your ref:
Our ref: SH/HR/VW
Date: 04 August 2016

Dear [REDACTED]

The local authority annually publishes the School Organisation Plan following a review of the school forecast within the authority. The forecast for the Samuel Whitbread Planning area is showing a need for additional school places to meet a demand arising from the demographic growth through new housing and the rising birth rate.

The local authority supports the application by Bedfordshire Schools Trust to open a Free School to meet the growing basic need for additional middle and upper school places in the planning area. The local authority has a good working relationship with the Trust and appreciates the support the Trust has provided in providing additional school places in the area.

If we can do anything further to support your applications please do not hesitate to contact us.

Yours sincerely

[REDACTED]



Annex 3 – Structure of the Pix Brook LGB

Each Local Governing Body is a sub-committee of Bedfordshire Schools Trust Board of Directors. The Trust Board of Directors delegates to the Local Governing Body its responsibility and powers as the Governing Body of the Academy which shall be discharged by the Local Governing Body in accordance with its Constitution and terms of Reference, the Policies of the Trust and advice published from time to time by the Department for Education, Office for Standards in Education (Ofsted) and the Education Funding Authority (EFA) or their statutory replacement bodies.

Responsibilities and powers delegated to Local Governing Body may be further delegated to a committee or to the Principal or Head of School of the Academy. It should be remembered that although decisions may be delegated, the Local Governing Body together with the Trust Board of Directors as a whole remains responsible for any decision made under delegation.

Trust Directors and members of the Local Governing Body will have their identity known to their school and wider communities. The Trust will therefore publish information about their directors local governing members on the Trust website and individual Academy websites. For each director and member of the Local Governing Body, the Trust will publish

- their name;
- their category of membership;
- the fact that the Trust has appointed them;
- their term of office;
- the names of any committees the member serves on; and
- details of any positions of responsibility such as chair or vice-chair of the Local Governing Body or a committee of the Local Governing Body.

On the Trust website and individual academy websites the Trust will publish a register of interests of the directors and the members of Local Governing Bodies. The register will set out the relevant business interests of the directors and the members of Local Governing Body's and details of any other educational establishments they govern. The register will also set out any relationships between members of Local Governing Body's and members of the school staff including spouses, partners and relatives.



**Governance, Scheme of Delegation
and Operational Structure**

June 2016

Bedfordshire Schools Trust (BEST)

Governance, Scheme of Delegation and Operational Structure

June 2016

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From the CEO...

Welcome

You are most welcome to Bedfordshire Schools Trust (BEST). BEST comprises of six flourishing academies on six different sites, delivering first choice education to over 3 500 pupils, from Early Years to Advanced Level Study.

Governance is through the Board of Directors (the 'Board') and Local Governing Bodies (LGBs). The Board is responsible for the effective operation of BEST and each academy therein. LGBs are committees of the Board. Each LGB operates to support and hold the Principal to account for the performance of pupils and staff within their academy.

Thank you

Thank you for volunteering to be a Governor. It is a terrifically rewarding and highly demanding role. Only the best educational standards are acceptable. As a Governor, you will gain skills appropriate to the scale and nature of the task; set the highest expectations and tackle any signs of underperformance; and help to ensure that all pupils strive to be the best they can be and are well prepared for life.

The purpose of this handbook is twofold. Firstly, it outlines the core role and functions of the Board and the LGBs. Secondly, it provides a point of reference on all the legal duties of Governors, signposting to more detailed information, guidance and resources.¹

The handbook will be kept under review and updated to reflect feedback from the BEST community and the law affecting Governance and changes to education policy. This is an ongoing process.

I wish you every success and much enjoyment in your service to our pupils, staff and schools.



Date Adopted:	September 2016	Review Date:	January 2017
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¹ This handbook should read in conjunction with: the 'Memorandum and Articles of Association', accessed at www.bemat.co.uk/information; 'Governance Handbook', accessed at www.gov.uk/government/publications/governance-handbook; 'School Inspection Handbook' accessed at www.gov.uk/government/publications/school-inspection-handbook; and 'Academies Financial Handbook' accessed at www.gov.uk/government/publications/academies-finance-handbook. A copy of each is provided in

Scheme of Delegation | BEST

Summary

BEST is the legal entity responsible for the governance of all academies within the Trust. BEST shall have regard to (but for the avoidance of doubt shall not be bound by) any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the governing documents.

The object of BEST is to advance education for the public benefit in the United Kingdom. This is achieved by establishing, maintaining, managing and developing academies. The academies will offer high quality education and collaborate and compete with each other to continually raise standards and best serve the wider community.

We believe in lean, focused and impactful governance. Leaders are empowered through a high autonomy and high accountability culture that always puts children first.

BEST Vision Statement

- to grow the BEST in everyone -

We believe in the importance of high expectations, hard work and the development of a community of schools where each of us strive to 'be the best that we can be'.

BEST Values

We will:

Always put Children first

Our reference point question is 'how will this improve outcomes for children and enable them to go on and succeed in life?'

Collaborate to support and compete to challenge

Our schools work together to add value and compete to continually improve

Provide community based provision

Our schools form a coherent learning community at the heart of the Bedfordshire community

Core operating principles

We will:

Deliver BEST outcomes

Outcomes will be in the top 20% nationally

Provide BEST opportunities

An extensive range of opportunities beyond the classroom will be provided to develop the whole person

Nurture talent

Our responsibility is to invest in our people and bring out the BeST in everyone

Operate a high autonomy, high accountability culture

Professionals will lead our system and take responsibility to continually raise standards

Lead through service

Leaders and followers will work together with mutual respect and shared responsibility

Board of Directors

The Board of Directors is responsible for the effective operation of BEST and each academy therein. It provides ongoing challenge and support to the executive team and to Local Governing Bodies (LGBs). The Board of Directors meets six times per year plus any extraordinary meetings.

The Board fulfils the following key roles through delegation of its powers to the CEO:

- Ensures safety, health and compliance across all BEST academies and activities
- Ensures Directors are appropriately informed about BEST performance, including financial performance
- Ensures BEST values are the starting and reference point for all activities

The operation of the Board is set out in BEST's Articles of Association. The Board currently comprises of seven members, including the CEO.

Key responsibilities:

- Ensure the quality of the educational provision at each academy
- Establish and oversee the strategic direction of each academy and challenge and monitor its performance
- Employ staff
- Co-operate with other staff and institutions
- Ensure compliance with all the relevant legislation, including (but not limited to) that relating to the health and safety of its employees, pupils and visitors
- Ensure that trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial Handbook. Challenge and monitor the financial governance and strategy of BEST through the delegation of powers to its Finance and Audit Committee (see point 1 for BEST scheme of Financial Delegation).
- Ensure regular effective communication with Local Governing Bodies via the Chair and CEO
- Approve the admissions policies of individual academies or free schools
- Consider proposals for growth of BEST or change of strategic direction

Aspects of these responsibilities may be delegated to the CEO or individual LGBs, with the day-to-day running of each academy delegated to the respective Academy Principal. For example, the Board will:

- Be informed by the CEO on the appointment of Principals to individual academies, which are subject to Directors' approval
- Ensure clarity of roles for LGBs and (via the CEO and Chairs of LGBs) that there is effective governance at individual academy level
- Ensure the CEO has provided training for LGBs and their Chairs to fulfil their delegated duties as set out in this document
- Via the Chair of the Board, to undertake performance management of the CEO
- Ensure clarity of roles and accountability between the Board, the CEO, Principals and Chairs of LGBs
- Approve the Trust pay and performance policy and devolve operational aspects to the CEO
- Ensure all finances and senior pay awards are effectively managed by the CEO and Finance Director through the Performance Committee

Evidence of the effectiveness of the Board will be provided by:

- Output from the annual self-assessment audit
- Achievement at each academy
- Approving the targets set for each academy
- Rapid and demonstrable progress for pupils
- Reduction in the gap between performance of different groups of pupils and the average
- Rigorous, data oriented assessment of teaching quality and student progress
- High standards of behaviour, good attendance and a safe environment in each academy
- A strong BEST-wide culture of spiritual, moral, social and cultural development
- Universally high expectations of staff as well as pupils
- Governors acting as a driving force for improvement regularly checking their own effectiveness
- Positive parent/carer feedback
- Collection of data indicating academies regarded as an asset within their communities
- Evidence of decisive action taken to address financial and leadership challenges at individual academy level.

BEST Governance Structure

Board of Directors

TBC

FINANCE AND AUDIT
COMMITTEE

CHAIRS' FORUM

PERFORMANCE COMMITTEE

HR COMMITTEE

CHAIR

CHAIR

CHAIR

Local Governing Body

Standing Committees of the Board

Finance and Audit Committee – Terms of Reference

Overall Purpose and Responsibility:

The Finance & Audit Committee coordinates the Board's financial responsibilities by recommending policy to the Board, interpreting it for staff, and monitoring its implementation. The committee also provides Board overview of BEST financial audit and ensures the proper checks and balances are in place. The role of the Finance & Audit Committee is to help the Board carry out its fiduciary duties.

Composition

- The Finance & Audit Committee will consist of a minimum of three Members, including at least two Directors of the Board (one of whom will be the Chairperson of the Board), with appropriate skills and experience
- The members of the Finance & Audit Committee shall be appointed by the Board of Directors
- Members of the Finance & Audit Committee may serve for a term of not more than four years, renewable only by the Board at their discretion, with a recommended maximum of two terms
- The Chief Financial Officer (CFO) and Chief Executive Officer (CEO) of the Trust shall be present at all Finance & Audit Committee meetings but will not be Members of it and therefore have no voting rights

Proceedings

- The Finance & Audit Committee shall meet at least three times a year
- Unless otherwise determined by the Board of Directors, a quorum shall consist of three Members of the Committee
- Any Board Member may attend a meeting of the Finance & Audit Committee including those who are not members of the Committee
- The Chief Executive Officer and the CFO and such other members of staff as the Chair of the Committee may require, shall be in attendance at Committee meetings
- Meetings of the committee shall be called by the Clerk of the committee at the request of the Chair of the Committee and/or the Chair of the Board or at the request of the external auditors or the CFO if they consider it necessary
- Unless otherwise agreed by the Chair of the Committee, annual meeting cycle dates will be published at the start of each academic year, with confirmation of the date/time and the venue for the next meeting in the cycle confirmed at the end of the previous meeting. An agenda of items to be discussed and supporting papers shall be forwarded to each member of the Committee and any other person required to attend, no later than ten working days before the meeting
- The clerk shall minute the proceedings and decisions of all meetings of the Committee, including recording names of those present and in attendance and apologies and explanation for those not able to attend
- All documents will be placed on GovHub
 - **Reporting**
- The Finance & Audit Committee will report back to the Board of Directors at least three times a year at the formal Board of Directors meetings
- The Finance & Audit Committee will provide minutes of all its meetings for review at meetings of the Board of Directors

Main Duties

Development of a Financial Strategy

To be responsible for the development of the financial strategy of BEST including overseeing the production of the budgets and cash flow forecasts, the definition and implementation of an appropriate finance control framework, and in particular:

- Monitor financial aspects of BEST and oversees its financial planning
- Monitor that adequate funds are available for the plan
- Monitors the implementation of financial policy
- Monitor the Trust's financial records
- Review, oversee, and ensure the creation of accurate, timely, and meaningful financial statements to be presented to the Board
- Consider the financial implications of the business plan of BEST and make recommendations to the Board as appropriate
- Monitor the financial implications of the enabling strategies and investments (e.g. People, IT, estates and procurement) to facilitate strategy delivery

Monitoring performance against budget

To be responsible for ensuring that financial performance is monitored against budget, and in particular:

- Assure the Board that the financial statements accurately reflect BEST's financial condition
- Review the annual budget and recommend it to the Board for approval
- Ensure the budget plan is clearly linked to the strategic plan
- Monitor budget implementation and financial procedures
- Safeguard BEST's assets
- Monitor compliance with financial reporting requirements
- Help the Board and the CEO understand the Trust's finances and the general financial situation of BEST
- Monitor the Trust's financial condition, anticipate financial problems and ensure that corrective action is taken where necessary
- Maintain and regularly review the Trust's risk register, investigating on behalf of the Board of Directors financial or administrative matter which may put the Trust at risk
- Examine reports on special investigations and advise the Board of Directors accordingly
- Ensure guidance and assistance is available to the Board of Directors and the Chief Executive Officer to ensure BEST is complying with all aspects of the law, relevant regulations and good practice
- Verify that the culture exists within BEST whereby each individual feels that he or she has a part to play in guarding the probity of the Trust and is able to take any concerns or worries to an appropriate member of the Trust management team or in exceptional circumstances, directly to the Chair of the Finance & Audit Committee

Internal and external audit function

To be responsible for overseeing the internal and external audit function, and in particular:

- Recommend to the Board of Directors a framework of effective audit coverage, having reviewed the internal and external audit processes
- Advise the Board of Directors on the minimum and the optimum level of internal and external audit arrangements

- Ensure that regular compliance audits are carried out in the following areas: accounting system, wages and salaries, expenses/accounts payable and income/accounts receivable
- Ensure that appropriate internal controls are in place and robustly executed
- Monitor internal and external audit reviews and advise the Board of Directors accordingly. This may be by means of summary reports from Chief Executive or CFO ensuring that the full reports are available to any member of the Finance & Audit Committee or the Board of Directors should they be required to see them
- Consider the appropriateness of executive action following internal audit reviews and advise the Chief Executive on any additional or alternative steps to be taken; and
- Ensure there is coordination and good working relationships between internal audit, external audit and any other review bodies.

External audits

To be responsible for overseeing and monitoring the effectiveness of the external audit function, and in particular:

- Ensure the trust produces externally audited financial statements annually to recommend to the Board of Directors
- Determine the frequency of tendering for external auditing services
- Consider tenders for the external auditing services and recommends to the Board of Directors which firm should carry out the annual external audit of BEST accounts
- Following Board approval, instruct an independent external auditor to conduct an annual examination of BEST financial statements
- Scrutinise and advise the Board of Directors on the contents of the draft audit report and or any management letter that the auditors may wish to present to the board, and formulate for the Board use any written representations that may be needed by the auditors in connection with BEST statutory accounts or any other financial statements
- Discuss with the external auditors any problems or reservations arising from the draft external audit report and draft management letter, reporting relevant issues to the Board of Directors and advising the Board accordingly
- Review the performance of the external auditors and advise the Board of Directors on any changes that ought to be made to their terms of engagement; and
- Obtain any necessary external professional advice to enable the Finance & Audit Committee to carry out its responsibilities more effectively

Authorisation

The Finance & Audit Committee is authorised to:

- Consider and make recommendations on matters of financial policy to the Board
- Review the implications of changes in regulation on accounting practices and policies and advise the Board as appropriate
- Consider and approve changes to financial standing orders, notify changes to the Board of Directors as appropriate
- Consider the financial implications of new initiatives and changes in current procedures on both the short and long-term finances of BEST, assessing and authorising expenditure within the Committee's limits as specified within the Trust's Scheme of Delegation and recommend expenditure for Board of Directors approval that are above the Committees limits
- Obtain appropriate external legal and other professional advice in order to fulfil its responsibility to the Board of Directors

Standing Committees of the Board

HR Committee – Terms of Reference

Overall Purpose and Responsibility:

- To ensure the Board meets its legal responsibilities to its employees and volunteers
- To ensure work practices are both compliant with employment legislation and nurture the wellbeing of all by striving to achieve best practice
- To promote the development of a healthy happy workplace, free from discrimination, where everyone can achieve their full potential and teach, or support the delivery of, outstanding lessons for pupils

Composition

- Three members of the Board
- The Human Resources Manager (HRM) and Chief Executive Officer (CEO) of the Trust shall be present at all HR Committee meetings but will not be Members of it and therefore have no voting rights
- External advisers by invitation

Proceedings

- The HR Committee will meet three times a year. An agenda will be published at least two weeks in advance of the meeting
- Any other BEST personnel invited to attend by the Chair will be informed at least two weeks in advance
- All documents will be placed on GovHub

Reporting

- The Clerk to the Committee will distribute minutes – in the form of agreed actions – of the HR Committee to its' members
- Key documents, such as action plans generated by the group will be kept updated on GovHub. At relevant times of the year, the Chair of the Committee and CEO will report these to the Board

Main duties

- Empower BEST to become the local employer of choice
- Responsible for the implementation and monitoring of the Trust's Public Sector Equality Duty and the promotion of diversity in the workplace
- Ensure the Trust's DBS protocols and safeguarding arrangements are in place
- Monitor the implementation and effectiveness of HR policy and initiatives
- Consider the HR implications of the BEST business plan and make recommendations to the Board as appropriate
- Monitor all grievance, formal disciplinary, termination, capability, salary and re-grading decisions made at each academy by the Principal or senior leadership. Report any high risk decisions, events or tribunal claims to the Board
- Approve and monitor the transfer of staff to and from the Trust in accordance with the TUPE regulations, in particular, the impact of terms of employment, of incoming staff, protected under the regulations

- Review changes to the Trust's Pension Schemes and make policy recommendations to the Board
- Review the annual pay award for both teaching and support staff and recommend adoption or otherwise to the Board
- Recommend to the Board the content of Settlement Agreements, constructed in accordance with the latest EFA guidance
- Review employee attendance data, occupational health and counselling referrals, requests for ill health retirement and wellbeing initiatives
- Participate in the recruitment process for senior posts, including but not exclusively, Principals, senior specialist posts and Executive Officers
- Appoint and hold to account a lead negotiator to represent the views of the Board at formal meetings with the recognised Trade Unions over matters of policy, pay and disputes with the Trust
- Examine, question and approve/reject commencement of redundancy and/or employee reorganisation initiatives and outcomes subject to being satisfied that the correct procedures have been followed
- Hear appeals, as required, against any termination of employment or grievance outcome initially heard by a Principal or the CEO
- Obtain appropriate external legal and other professional advice in order to fulfil its responsibility to the Board of Directors

Standing Committees of the Board

Performance Committee – Terms of Reference

Overall Purpose and Responsibility:

- To ensure targets are output-driven and deliver sustained and substantial improvement
- To monitor the academic performance of individual academies and BEST as a whole
- To provide informed, objective and consistent challenge to the leadership of the Principals and school leadership teams

Composition

- Three members of the Board, including the CEO
- External advisory positions by invitation: HMI or equivalent with primary expertise; HMI or equivalent with secondary expertise

Proceedings

- The Performance Committee will meet three times a year. An agenda will be published at least two weeks in advance of the meeting
- Any other BEST personnel invited to attend by the Chair will be informed at least two weeks in advance
- All documents will be placed on GovHub

Reporting

- The Clerk to the Committee will distribute minutes – in the form of agreed actions – of the Performance Committee to its members
- Key documents, such as action plans generated by the group will be kept updated on GovHub. At relevant times of the year, the Chair of the Committee and CEO will report these to the Board

Main duties

- To review performance information – including Appraisal documentation – pertaining to each academy and BEST as a whole and to consider the appropriateness of BEST strategic priorities and deployment of resources in the light of this
- To analyse predicted performance over a three year timeframe – flight path – for each academy
- To interrogate in detail issues pertinent to the quality of teaching and assessment, leadership at all levels and behavior and personal development
- To receive reports on and recommendations for CPD across all BEST schools
- To review all external QA reports and responses to their recommendations made by BEST, Principals, individual school SLTs and LGBs
- To approve and monitor BEST's Teaching School action plan
- To review the impact of the BEST Teaching School in driving up standards and assisting recruitment across BEST
- To invite attendance at its meetings of relevant colleagues e.g. Principals, Chairs, SLT as necessary
- To commission reports into various aspects of BEST's practice

Chairs' Forum

Overall Purpose and Responsibility:

- To provide the opportunity for LGB members from different academies and Board members to meet
- To facilitate good communications between the Board of Directors and LGBs
- To offer a discussion forum for challenges to and management of LGBs

Composition

- The Chair and CEO will invite the Chairs and Vice Chairs – or their nominated representatives - of each LGB
- Board members have an open invitation to attend

Proceedings

- The group will meet once a term
- There will be no agenda and a wide-range of issues will be discussed informally
- The CEO will report back to the Board on the meeting, attendance and general discussion themes/recommendations for action

Chief Executive Officer

The CEO is appointed by the Board of Directors to fulfil the following delegated objectives.

Objectives:

- Act as the Accounting Officer for BEST
- Safety, health and compliance
- Setting and communicating strategy for the chain
- Ensuring the Board of Directors is appropriately informed through agreed mechanisms
- Ensuring that the guiding values of BEST are faithfully upheld, revisited and reinforced

Key responsibilities:

Effective management of budgets

The CEO will be accountable for budgetary planning and delivery and will ensure effective use of resources to achieve value for money through centralisation and sharing where appropriate across BEST and within individual academies.

Performance and Standards

The CEO will be accountable to the Board for:

- Providing effective performance management of BEST Principals
- Standards in every BEST academy
- Ensuring robust quality assurance processes are in place at each academy and that LGBs carry out their duties effectively
- Defining expectations and operating rigorous data-based progress assessment
- Ensuring tactical capacity for support is in place either using shared or central resources
- Ensuring robust management reporting is in place at each Academy
- Preparing and presenting reports to the Board of Directors
- Assuring high standards of probity in the management of the trust's funds with respect to Regularity, Propriety and Value for Money

People

The CEO appoints Principals on behalf of the Directors and has the right of veto to any appointment below the level of Principal to BEST. The CEO provides regular updates on performance targets for all Principals. The CEO is accountable to the Board for:

- Ensuring appropriate numbers, qualification and skills of staff in each academy
- Ensuring appropriate professional development and talent management is in place
- Ensuring that pay is appropriately linked to performance
- Intervening at individual academy level where necessary
- Appointment processes and procedures, including safeguarding
- Managing Principals and senior central team staff as direct reports

Local Governing Bodies

The Local Governing Bodies (LGBs) are committees of the Board. It is the role of the LGBs to support and strengthen their Principal's leadership through robust challenge and to work via the Chair to hold the Principal accountable for the performance of pupils and staff. Local Governing Bodies meet at least three times per year.

The objectives of LGBs are to be accountable to the CEO and Board for ensuring:

- local processes are in place and are adequate for safety, health and compliance
- the Board are informed through agreed mechanisms
- that the vision and values of BEST are faithfully upheld, revisited and reinforced
- that outcomes for all pupils are in the top 20% nationally

The composition of LGBs is determined by the Board of Directors, subject to the Articles of Association. Directors may attend any LGB meeting. The Principal of the Academy is automatically a governor.

The Chair of the LGB will be appointed by a resolution Board of Directors who will take into account any representations made by the LGB prior to appointment. Each LGB will include elected parent representatives, community representatives and any other co-opted governors, such as staff representatives, as deemed appropriate by the Board in consultation with the LGB Chair.

Members of any LGB may be invited to attend meetings or sit on an exclusion panel in another BEST academy where their particular skills/experience may be of use; similarly they may be invited to join review/appeals panels relating to personnel and disciplinary matters including the conduct of staff in any BEST academy.

Key responsibilities:

- Ensuring there is local adaptation/adoption of central policies and functions as directed by the CEO on behalf of the Board of Directors
- Hold the Principal to account for educational performance and student progress
- To be accountable for ensuring compliance
- To be aware of academy performance and challenges through regular visits and good management reporting
- Understand the academy's strengths and development needs and to agree strategic planning priorities with the Principal subject to approval by the CEO and Board of Directors
- Listening to and ensuring effective relationships with pupils, parents and local schools
- Responsible for supporting the Principal to set/uphold high standards of discipline and conduct for pupils and staff alike
- Reflecting and responding to the needs and opportunities within the community

LGBs will work with their Principal and the CEO to ensure:

- Staffing capacity and professional development is appropriate
- Quality assurance is effective and appropriate targets are in place
- Student progress meets BEST expectations, for different groups and in general
- Pupil premium expenditure has an effective impact on reducing gaps between groups and the average
- Student applications, admissions, attendance and exclusions information is regularly reviewed
- Every school is 'adding value' to each student they educate, following the 'no-one left behind' mantra
- Staff absence, recruitment, retention is regularly reviewed

The effectiveness of the work of LGBs will be evidenced by:

- Challenging debate at meetings on performance and improvement (i.e. in minutes of meetings)
- Good parental feedback (through questionnaires and records of other consultation events)
- Good feedback on the impact of the academy in the community (range of evidence sources)
- Demonstrable checks on their own effectiveness using a BEST-wide effectiveness self-audit tool for LGBs
- Participation in the BEST CPD for Governance Programme

Local Governing Bodies – Code of Conduct

Role description: to contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school.

This code sets out the expectations on and commitment required from governors in order for the governing board to properly carry out its work within BEST and the community.

The governing body has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school in line with those of BEST and in agreement with the CEO and Directors
- Agreeing the school improvement strategy with priorities and targets. This will be based on an accurate and comprehensive self-review
- Meeting statutory duties

Ensuring accountability, by:

- Challenging the Principal
- Monitoring progress towards targets
- Engaging with stakeholders
- Contributing to school self-evaluation

As individuals on the Governing Body for each school we agree to the following:

Role & Responsibilities

- We understand the purpose of the Board and the role of the CEO
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the BEST Board when we have been specifically authorised to do so
- We accept collective responsibility for all our decisions
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer
- We will encourage open governance and will act appropriately
- We will consider carefully how our decisions may affect the community and other schools
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of BEST. Our actions within BEST and the local community will reflect this
- In making or responding to criticism or complaints affecting BEST we will follow the procedures established by the BEST board
- We will actively support and challenge the CEO and Principals

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy
- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to
- We will get to know the school well and respond to opportunities to involve ourselves in school activities
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing body and agreed with the Principal
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

Relationships

- We will strive as a team in which constructive working relationships are actively promoted
- We will express views openly, courteously and respectfully in all our communications with other governors
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved
- We will seek to develop effective working relationships with the Principal, staff and parents, the local authority and other relevant agencies and the community

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting
- We will not reveal the details of any governing body vote
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Conflicts of Interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

Charter for Members of Local Governing Bodies

- As soon as possible after appointment, complete a Governor Self Audit form and attend a Governor Induction session.
- Undertake annual update training operated by BEST covering the following:
 - Understanding of student progress data including all 'groups' (pupil premium, EAL, SEN, etc.,) the academy's SEF/scorecard and OfSTED data dashboard for governors
 - Quality assurance including: impact of strategies to improve student outcomes, e.g. pupil premium funding; strengths and weaknesses of teaching; capacity of leadership and management; impact of teaching and leadership and management on learning and progress in different subjects and groups (year groups, EAL, SEN, etc.)
 - Robustness of the academy's performance management; use of the BEST's teacher standards/career stage expectations and the link to pay progression
 - Measuring the satisfaction, engagement and confidence of pupils and parents
 - Scope, relevance and planned changes to the curriculum
 - Attendance, behaviour and exclusions
 - The academy development plan
 - Overview of budget
 - Ofsted expectations of governors
 - Role of the Local Governing Body in monitoring quality, safeguarding, and promoting community engagement
-
- Attending at least (2/3) of meetings per year, or in the case of LGBs that meet more than 3 times, achieve at least 75% attendance. In the event an individual governor's attendance falls below this, their ability to effectively discharge their duties as a governor will be reviewed with them by the Chair of the Local Governing Body
- Make at least 2 visits to the school during teaching time each year to meet pupils and staff and gain direct experience of specific aspects of the academy agreed with the Local Governing Body Chair and Principal. Talk with parents during the visit wherever possible
- Make an active contribution to Local Governing Body meetings
- Champion the common purpose of the BEMAT and goals of the Local Governing Body outside of meetings and within the community.
- Aim to remain current with the national agenda on education, including reading relevant update literature issued by BEMAT and/or DFE
- Read and remain aware of the requirements and obligations under academy policies, comply with relevant obligations and ensure regular review to ensure practice reflects policy
- Take a proactive role in at least annual review of Local Governing Body effectiveness as required by the Board of Directors
- Seek further support where necessary from the BEST's Governor Advice line accessed via the [REDACTED]

Board of Directors and Local Governing Bodies Roles and Powers

Board of Directors	Local Governing Body
<p>Overall governance; challenge and support the CEO; quality assurance; strategic issues.</p> <p style="text-align: center;">Remit as per scheme of delegation:</p> <ul style="list-style-type: none"> • Strategy and growth plans • BEST financial performance and results • Approval of strategic plan; monitor against targets • Hiring the CEO • Education performance of BEST against targets • Hiring of Principals and central team (consulted) • Compliance issues • Terms and conditions of employment within BEST • Escalated risks and issues from CEO and LGBs 	<p>Challenge and support the leadership of their academy in delegated areas of responsibility.</p> <p style="text-align: center;">Remit as per scheme of delegation:</p> <ul style="list-style-type: none"> • Critical friend to the Principal • Monitoring academy performance • Approval of the development plan • Involvement in the construction/approval of both the School Improvement Plan and Self-Evaluation document – copy kept on GovernorHub • Local relations: Academy at the heart of the community • No financial responsibilities • Consulted over Principals appointments, no veto • Supporting the Principal in the day-to-day operations of the academy and with exclusion & grievance procedures

BEST Operational Structure

CHIEF EXECUTIVE OFFICER



SCHOOLS

SCHOOL IMPROVEMENT

CENTRAL SERVICES

CENTRAL BEDFORDSHIRE TEACHING
SCHOOL

1: Scheme of Financial Delegation

1. Power and Duties Reserved for the Board of Directors

General

- 1.1 Approval of a written scheme of delegation of its financial powers and duties to its Finance Committee, the Chief Executive Officer, the Trust Chief Finance officer and other staff. The scheme must satisfy the Board of Directors ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within the Trust. The Scheme of Delegation should be operated in conjunction with the Finance manual and regulations of the Trust.

Budgets/Budgetary Control

- 1.2 Formally approving the annual Trust budget
- 1.3 Considering budgetary control reports from the Finance Committee at every meeting, with relevant explanations and documentation where required
- 1.4 Authorisation of all virements in excess of [REDACTED] between budget headings. Details of all virements approved and authorised by the Finance Committee are to be formally notified to the Board of Directors

Purchasing

- 1.5 Maintenance of a Register of Pecuniary and Business Interests for all Members, Directors, Governors and Trust staff with financial responsibilities
- 1.6 Authorisation of the award of tenders above [REDACTED]

Income

- 1.7 Authorisation of the write off of debts not collectable (the Secretary of State's prior approval is also required if debts to be written off are above the value set out in the annual funding letter)

Security of Assets

- 1.8 Authorisation of the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with an original purchase value in excess of [REDACTED]

Accounts and Audit

- 1.9 Approval of the audited financial statements

Informing the EFA if it suspects any irregularity affecting resources

2: Scheme of Financial Delegation

2. Powers and Duties Reserved for the Finance and Audit Committee

General

- 2.1 Exercising the powers and duties of the Board of Directors in respect of the financial administration of the Trust, except for those items specifically reserved for the Board of Directors and those delegated to the Chief Executive Officer, and other staff
- 2.2 Reporting on decisions taken under delegated powers to the next meeting of the Board of Directors

Budgets/Budgetary Control

- 2.3 Reviewing the annual Trust budget and recommending its acceptance, or otherwise to the Board of Directors
- 2.4 Considering budgetary control reports on the Trusts financial position at every meeting, taking appropriate action to contain expenditure within the budget and report to the Board of Directors
- 2.5 Reviewing the virement of sums between budget heads, subject to a limit of [REDACTED] as approved and authorised by the Chief Executive Officer and Trust Chief Finance Officer, which are to be formally notified to the Finance Committee who shall minute the notification
- 2.6 Approving virements between budget headings of up to [REDACTED]
- 2.7 Reporting to the Board of Directors all significant financial matters and any actual or potential overspending

Purchasing

- 2.8 Authorising the award of orders and contracts over [REDACTED] and up to [REDACTED]

Security of Assets

- 2.9 Authorising the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with an original purchase value of up to [REDACTED] 0 and reporting such authorisations to the Board of Directors

Accounts and Audit

- 2.10 Appointment of external auditors
- 2.11 Reviewing the draft financial statements and external audit reports and highlighting any significant issues to the Board of Directors
- 2.12 Receiving the reports of the auditor on the use of resources, systems of internal financial control, and discharge of financial responsibilities and highlighting any significant issues to the Board of Directors
- 2.13 Receiving quarterly reports from independent auditors on our internal controls
- 2.14 Monitoring outcomes of the internal peer reviews that are undertaken on a termly basis

3: Scheme of Financial Delegation

3. Powers and Duties Reserved for the Chief Executive Officer

The Chief Executive Officer has delegated powers and functions in respect of internal organisation, management and control of the Trust, the implementation of all policies approved by the Board of Directors and for the direction of teaching and the curriculum

The Chief Executive Officer shall be responsible for:

Budgets/Budgetary Control

- 3.1 Reviewing income and expenditure reports and highlighting actual or potential overspending to the Finance Committee
- 3.2 Approving virements between budget headings of up to [REDACTED] and reporting such approval to the Finance Committee

Financial Management

- 3.3 Ensuring the arrangements for collection of income, ordering of goods and services, payments and security of assets are in accordance with the Financial Regulations

Purchasing

- 3.4 Authorising all orders and contracts over [REDACTED] in conjunction with the CFO
- 3.5 Ensuring that all contracts and agreements conform to the Financial Regulations

Payroll and Personnel

- 3.6 Approval/veto of proposals and authorisation of changes to the Trust's establishment

Security of Assets

- 3.7 Ensuring that there are annual independent checks of assets and the asset register
- 3.8 Ensuring that proper security is maintained at all times for all buildings, furniture, equipment, vehicles, stocks, stores, cash, information and records etc. under his/her control

Accounts and Audit

- 3.9 The operation of financial processes within the Academy, ensuring that adequate operational controls are in place and that the principles of internal control are maintained

4: Scheme of Financial Delegation

4. Powers and Duties Reserved for the Chief Finance Officer

The CFO shall be responsible for the strategic financial planning in conjunction with the CEO and Executive Principals relating to:

Budgets/Budgetary Control

- 4.1 Preparing an annual draft budget plan for consideration by the Finance Committee and Board of Directors
- 4.2 Monthly monitoring of expenditure and income against the approved budget and submitting reports on the Trusts financial position to every meeting of the Finance Committee. Any actual or potential overspending shall be reported to the Finance Committee
- 4.3 Approving virements between budget headings up to a value of [REDACTED] and reporting such approval to the Finance Committee

Purchasing

- 4.4 Ensuring that the individual academies are maintaining a register of formal contracts entered into, amounts paid and certificates of completion and are retaining the quotes obtained for goods, works and services. Whilst overall responsibility for this sits with the CFO, maintenance of such records can be delegated to the BEMAT Projects and Operation Manager
- 4.5 Ensuring that all correct invoices are duly certified by authorised staff before payments
- 4.6 Ensuring the appropriate division of duties between staff responsible for processing orders, receiving deliveries and processing payments

Payroll and Personnel

- 4.7 Authorising the monthly payroll
- 4.8 With the CEO, jointly authorising any changes to the staff structures in the individual academies
- 4.9 With the CEO, jointly authorising any posts advertised in any academy
- 4.10 Authorising any changes in salary to existing staff after consultation with the CEO

Banking Arrangements

- 4.11 Maintaining proper records of accounts and reviewing monthly bank reconciliations

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Accounts and Audit

- 4.12 The operation of financial processes within the Trust, ensuring that adequate operational controls are in place and that the principles of internal control are maintained
- 4.13 Ensuring that full, accurate and up to date records are maintained in order to provide financial and statistical information

5: Scheme of Financial Delegation

5. Powers and Duties Reserved for all other staff

Members of staff with delegated responsibilities should be aware that these must be exercised in accordance with Financial Regulations.

Academy Principals:

- 5.1. Authorising monthly payroll, CFO can authorise in the Principals' absence
- 5.2. Checking and certifying monthly statements of expenditure against their delegated budgets
- 5.3. Reporting any errors or irregularities to the Trust CEO and CFO. Any actual or potential overspend shall also be reported to the CEO and CFO

Delegated Budget Holders:

- 5.4. Authorising order requisitions provided they are within the scope and remaining balance of their delegated budget

Finance Co-ordinator

- 5.5. Provides support to the CFO and Finance Assistants in carrying out their responsibilities to ensure a consistent approach across the trust
- 5.6. Responsible for day to day transactions and reporting for the executive account

Finance Assistants:

- 5.7. Ensuring that all income is accurately accounted for and is promptly collected and banked intact
- 5.8. Ensuring that all expenditure is accurately accounted for and invoices are correctly authorised for payment
- 5.9. Placing orders
- 5.10. Keeping all relevant audit paperwork associated with income, expenditure, petty cash, purchase orders, contracts
- 5.11. Produce at least termly statements of income and expenditure to budget holders
- 5.12. Produce monthly management accounts
- 5.13. Checking monthly payroll payments and reporting any errors to the payroll provider. Checking data held by payroll provider matches the academies local accounting system on an annual basis
- 5.14. Assisting the Principals in setting the budget

Security of Assets

The Academy Finance Team are responsible for:

- 5.15 Maintaining a permanent and continuous register of all items of furniture, equipment, vehicles and plant. Items over ██████ are added to the fixed Asset register

Information and Communication Systems

The Trust IT Manager is responsible for:

- 5.16 Maintaining the standards of control for such systems in operation within the Trust to include the use of properly licensed software, and for the security and privacy of data in accordance with the Data Protection Act

Delegated Duty	Value	Delegated Authority	Method
Ordering Goods and Services		Budget Holder, Principal & Business Manager or Trust CFO	Selection from preferred supplier list unless agreed otherwise with CFO
		Budget Holder, Principal &	Minimum of 3 quotes
		As above plus Chief Executive	Minimum of 3 quotes
		As above plus Finance Committee	Formal Tendering Process,
		As above plus Board of Directors	As above
	Authority to accept other than lowest	Chief Executive Officer	
Signatories for cheques, BACS payment authorisations and other bank transfers	Any	Two signatories from: <ul style="list-style-type: none"> - Trust CEO - Trust CFO - Trust COO 	
Signatories for EFA grant claims and EFA returns	Any	Two signatories from: <ul style="list-style-type: none"> - Trust CFO - Chief Executive Officer 	
Virement of budget provision between budget heads		Trust CFO & Chief Executive Officer reporting to	
		Board of Directors	
Disposal of Assets		Chief Executive Officer	
		As above plus Board of Directors & EFA approval	
Write-off of bad debts		Chief Executive Officer	
		Board of Directors & EFA approval	
Purchase or sale of any freehold property		EFA approval	
Granting or take up of any leasehold or tenancy agreement exceeding three		EFA approval	
Raising Invoices to collect		Finance Assistants	

Appendix 1: Schedule of Meetings 2016-17

Meeting Date	Time	Meeting	Location
15 th September 2016	8:00am	BEST Principals & HoS Meeting	BEST House
13 th October 2016	8:00am	BEST Principals & HoS Meeting	BEST House
10 th November 2016	8:00am	BEST Principals & HoS Meeting	BEST House
8 th December 2016	8:00am	BEST Principals & HoS Meeting	BEST House
12 th January 2017	8:00am	BEST Principals & HoS Meeting	BEST House
9 th February 2017	8:00am	BEST Principals & HoS Meeting	BEST House
16 th March 2017	8:00am	BEST Principals & HoS Meeting	BEST House
20 th April 2017	8:00am	BEST Principals & HoS Meeting	BEST House
11 th May 2017	8:00am	BEST Principals & HoS Meeting	BEST House
15 th June 2017	8:00am	BEST Principals & HoS Meeting	BEST House
13 th July 2017	8:00am	BEST Principals & HoS Meeting	BEST House
7 th October 2017	8:00am	BEST Curriculum & Progress meeting	Bungalow, RBA
25 th November 2016	8:00am	BEST Curriculum & Progress meeting	Bungalow, RBA
27 th January 2017	8:00am	BEST Curriculum & Progress meeting	Bungalow, RBA
10 th March 2017	8:00am	BEST Curriculum & Progress meeting	Bungalow, RBA
5 th May 2017	8:00am	BEST Curriculum & Progress meeting	Bungalow, RBA
30 th June 2017	8:00am	BEST Curriculum & Progress meeting	Bungalow, RBA
4 th October 2016	8:00am	BEST SEND meeting	Bungalow, RBA
16 th November 2016	8:00am	BEST SEND meeting	Bungalow, RBA
19 th January 2017	8:00am	BEST SEND meeting	Bungalow, RBA
7 th March 2017	8:00am	BEST SEND meeting	Training Centre, RBA
26 th April 2017	8:00am	BEST SEND meeting	Bungalow, RBA
22 nd June 2017	8:00am	BEST SEND meeting	Bungalow, RBA
14 th September 2016	16:00pm	BEST Directors' meeting	BEST House
7 th December 2016	16:00pm	BEST Directors' meeting	BEST House

18 th January 2017	16:00pm	BEST Directors' meeting	BEST House
15 th March 2017	16:00pm	BEST Directors' meeting	BEST House
26 th April 2017	16:00pm	BEST Directors' meeting	BEST House
28 th June 2017	16:00pm	BEST Directors' meeting	BEST House
23 rd November 2016	13:30pm	BEST HR committee meeting	BEST House
8 th February 2017	15:00pm	BEST HR committee meeting	BEST House
1 st March 2017	13:30pm	BEST HR committee meeting	BEST House
14 th June 2017	13:30pm	BEST HR committee meeting	BEST House
23 rd November 2016	15:00pm	BEST Finance committee meeting (Audit)	BEST House
1 st March 2017	15:00pm	BEST Finance committee meeting	BEST House
14 th June 2017	15:00pm	BEST Finance committee meeting (Budget)	BEST House
23 rd November 2016	16:30pm	BEST Performance Committee	BEST House
1 st March 2017	16:30pm	BEST Performance Committee	BEST House
14 th June 2017	16:30pm	BEST Performance Committee	BEST House
18 th October 2016	4:00pm	BEST Senior Leadership meeting	Library, SWA
7 th February 2017	4:00pm	BEST Senior Leadership meeting	Library, SWA
23 rd May 2017	4:00pm	BEST Senior Leadership meeting	Best House

Appendix 2: BEST Policy Cycle

BEMAT POLICY TITLE	OWNER	VERSION IN CIRCULATION AT PRESENT	CATEGORY	ISSUE DATE	REVIEW DATE	COMMENT
ACCESSIBILITY PLAN	SCHOOL		MANDATORY			
ADMISSIONS ARRANGEMENTS	SCHOOL		MANDATORY			Currently BEMAT – moving to school
ADOPTION LEAVE	HR	BEST	MANDATORY	Oct-16		Consultation completed April 2016
ANTI-BRIBERY	FINANCE/ HR	BEST		Sep-16		Consultation completed April 2016
APPOINTING A NEW HEADTEACHER	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
APPRAISAL PROCEDURE FOR SUPPORT STAFF	HR	BEST POLICY		Oct-13	Sep-15	Under review by B Tredget Trial process in place
APPRENTICESHIPS	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
BEHAVIOUR	SCHOOL		MANDATORY			Currently BEMAT – moving to school
BEST, OUTSOURCING AND TUPE	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
CAPABILITY PROCEDURE FOR TEACHERS AND SCHOOL SUPPORT STAFF	HR	BEST POLICY		Sep-13	Jul-14	Under review by B Tredget
CHARGING AND REMISSION	FINANCE	BEST	MANDATORY	Jan-15	Jan-17	
CHILD PROTECTION	SCHOOL		MANDATORY			
COMPLAINTS PROCEDURE	SCHOOL		MANDATORY			

CONFIDENTIAL REPORTING	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
DATA PROTECTION	SCHOOL		MANDATORY			
DISCIPLINARY	HR	BEST	MANDATORY	Sep-16	Sep-18	Consultation completed April 2016
DISRUPTION TO NORMAL WORKING ARRANGEMENTS	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
EARLY YEARS FOUNDATION STAGE (EYFS) POLICIES	SCHOOL		MANDATORY			
EQUALITY	SCHOOL		MANDATORY			
EQUAL OPPORTUNITIES	HR	LA POLICY (UNDER CODE OF PRACTICE FOR RECRUITMENT & SELECTION)	MANDATORY	N/A	N/A	With RR High priority
FINANCIAL PROCEDURES	FINANCE		MANDATORY	ANNUALLY		
FLEXIBLE RETIREMENT (LOCAL GOVERNMENT PENSION SCHEME)	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
FLEXIBLE WORKING	HR		MANDATORY			
FREEDOM OF INFORMATION	SCHOOL		MANDATORY			
GRIEVANCE POLICY	HR	LA POLICY (HR)	MANDATORY	N/A	N/A	Under review by B Tredget
HARASSMENT & BULLYING	HR	BEST	MANDATORY	Sep-16		Consultation completed April 2016
HEALTH & SAFETY	ESTATE	BEST	MANDATORY	Oct-15		
HOME-SCHOOL AGREEMENT DOCUMENT	SCHOOL		MANDATORY			

HOME VISITS AND VIOLENCE TO STAFF	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
KEEPING CHILDREN SAFE IN EDUCATION	HR					
LEAVE OF ABSENCE	HR	LA POLICY (HR)	MANDATORY	N/A	N/A	Under review by B Tredget
MATERNITY	HR	BEST	MANDATORY	Sep-16		Consultation completed April 2016 (now split into individual policies – also see parental leave and paternity leave)
PARENTAL LEAVE	HR	BEST	MANDATORY	Sep-16		Consultation completed April 2016
PATERNITY LEAVE	HR	BEST	MANDATORY	Sep-16		
PAY APPEALS	HR	BEST POLICY		Feb-14	Jan-15	Role in to 2016 pay policy?
PAY POLICY	HR	BEST POLICY	MANDATORY	Sep-15	Sep-16	
PAY PROGRESSION STATEMENT FOR TEACHING STAFF	HR	BEST POLICY		Oct-13	Sep-14	
PREMATURE RETIREMENT OF TEACHING STAFF	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
PREMISES MANAGEMENT DOCUMENTS	ESTATE/S CHOO					
PROBATIONARY REVIEW GUIDELINES	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
PROTECTION OF CHILDREN (DISCLOSURE OF CRIMINAL RECORDS)	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
RECRUITMENT & SELECTION (CODE OF PRACTICE FOR)	HR	LA POLICY (HR)	MANDATORY	N/A	N/A	Under review by B Tredget

REDUNDANCY PROCEDURE	HR	BEST	MANDATORY	Sep-16	Sep-18	Consultation completed April 2016
RESERVES	FINANCE	BEST		ANNUALLY		
SAFER WORKING PRACTICE (BEDS BOROUGH)	HR					
SEX EDUCATION	SCHOOL		MANDATORY			
SHARED PARENTAL LEAVE	HR	BEST	MANDATORY	Sep-16		Consultation completed April 2016
SICKNESS ABSENCE	HR	LA POLICY (HR)	MANDATORY	N/A	N/A	Under review by B Tredget
SMOKING IN THE WORKPLACE	HR	LA POLICY (HR)		Sep-16	Sep-18	Consultation completed April 2016
SOCIAL MEDIA	HR	LA POLICY (HR)				
SPECIAL EDUCATIONAL NEEDS	SCHOOL		MANDATORY			
STAFF DEVELOPMENT	HR	APPROVED BY HR COMMITTEE		Jul-15	Jun-16	
STAFF FACING ALLEGATIONS OF ABUSE	HR	LA POLICY (HR)	MANDATORY	N/A	N/A	Under review by B Tredget
STRESS MANAGEMENT	HR	LA POLICY (HR)		N/A	N/A	Under review by Beverley Tredget
SUPPORTING PUPILS WITH MEDICAL CONDITIONS	SCHOOL		MANDATORY			
TRAVEL & SUBSISTENCE	HR	BEST		Sep-16	Sep-17	Consultation completed April 2016
WHISTLEBLOWING	HR					Currently 'Confidential Reporting'
WORKING ALONE IN SAFETY	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget

WORKING TIME REGULATIONS	HR	LA POLICY (HR)		N/A	N/A	Under review by B Tredget
WORKING TOGETHER TO SAFEGUARD CHILDREN	HR					
WORKING WITH TRADE UNIONS	HR			Sep-13	Jul-14	Under review by B Tredget

Appendix 3

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of the Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

All members of the LGB should sign the 'Seven Principles of Public Life' declaration. A copy of this should be stored on GovHub.

- **Selfishness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.
- **Integrity** – Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity** – In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** – Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** – Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
-
- **Honesty** – Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** – Holders of public office should promote and support these principles by leadership and example.

I have received a copy of BEST's Governance, Scheme of Delegation and Operational Structure'. I accept the conditions of being a Governor therein described and will do my very best to promote BEST and its schools at all times.

Name:

.....
....

Signature:

.....

Date:

Annex 5 Results

Robert Bloomfield Academy Academic Standards (2012 - 16)
 (Level 5 figures in brackets)
 # denotes 4b+ figures

	2012	2013	2014	2015	2016
English RBA	94% (50%)	93% (51%) TA	R 95% (58%) W 93% (50%)	R 93% (57%) # 87% W 93% (52%) # 86%	R 68% GPS 76% W 88%
C Beds	83% (39%)	86% (37%)	R 88% (47%) W 87% (34%)	R 88% (46%) #79% W 88% (39%) # n/a	R 65% GPS tbc W 74%
National	85% (37%)	87% (39%)	R 88% (49%) W 85% (33%)	R 89% (48%) # 80% W 87% (36%) # n/a	R 66% GPS 72% W 74%
Maths RBA	95% (57%)	95% (60%)	96% (63%)	98% (58%) # 93%	76%
C Beds	80% (40%)	86% (43%)	84% (40%)	84% (39%) # 74%	64%
National	84% (39%)	87% (42%)	86% (42%)	87% (42%) # 77%	70%
Science RBA	99% (50%)	99% (62%)	99% (67%)	99% (58%) # 87%	94%
C Beds	92% (47%)	92% (42%)	91% (43%)	94% (49%) # n/a	Tbc
National	86% (36%)	88% (38%)	88% (39%)	89% (40%) # n/a	Tbc

2015/16 KS2 Results

- There has been a consistent trend of high standards over the last five years.
- Whilst 14/15 results are not comparable, 15/16 results remain above National and LA figures on both subject and combined figures.
- 2016 SATs results reflect the increased challenge of the SATs, with 15/16 cohort not studying the complete four year programme since introduction of a new NC.

Etonbury Key Stage 2 Results

KS2 results 2016

(Level 5 figures in brackets)

	2010	2011	2012	2013	2014	2015	2016
English EA	93% (32%) TA	89% (26%)	86% (33%)	R 87% (39%) W 96% (29%) SPG 86% (52%)	R 90% (41%) W 91% (18%) SPG 72% (43%)	R 92% (50%) W 90% (42%) SPG 85% (58%) L6 3%	R 65% W 74% SPG 78%
C Beds	81% (31%)	74% (25%)	83% (39%)	R 83% (42%) W 83% (30%) SPG 71% (45%)	R 88% (47%) W 87% (34%) SPG 72% (47%)	R 88% (46%) W 88% (39%) SPG 77% (51%) L6 3%	R 65% W 77% SPG 70%
National	81% (33%)	81% (29%)	85% (37%)	R 86% (45%) W 83% (30%) SPG 74% (48%)	R 89% (50%) W 85% (33%) SPG 76% (52%)	R 89% (48%) W 87% (36%) SPG 80% (56%) L6 4%	R 66% W 74% SPG 72%
Maths EA	74% (30%)	67% (18%)	83% (30%) L6 11%	88% (41%) L6 4%	82% (38%) L6 5%	89% (36%) L6 9%	65%

C Beds	79% (34%)	72% (30%)	80% (40%)	80% (38%)	84% (40%)	84% (39%) L6 7%	67%
National	80% (35%)	80% (35%)	84% (39%)	85% (41%)	86% (42%)	87% (42%) L6 9%	70%
Science EA	98% (44%)	94% (35%)	78% (24%)	93% (29%)	95% (38%)	96% (33%)	89%
C Beds	91% (43%)	90% (43%)	92% (47%)	92% (42%)	91% (43%)	94% (49%)	tbc
National	85% (37%)	84% (36%) Sampling tests	86% (36%)	88% (38%)	88% (39%)	89% (40%)	tbc

Annex 6 Consultation Report

STAKEHOLDER CONSULTATION REPORT AND INTERIM RESULTS

16th September 2016

Introduction

Since submitting our application to open the new Pix Brook Academy we have started a very active community consultation where we have told people about our plans, sought their views and gained their support. The following document provides an overview of the community consultation that has taken place thus far and the interim results.

Whilst we have nearly completed our formal consultation we very much view the community consultation as an ongoing process that continues throughout and beyond our application until the point of opening. This will help to ensure that we are fully aware of people's views on a range of related issues and meeting the needs of our local community. To this end, we shall continue to consult with our stakeholders and as part of this we will be gaining further feedback through our feeder schools when they return in September.

Initial actions

Within the first 3 weeks we established the branding and brand guidelines for the Pix Brook Academy, launched a website, social media accounts and an email account where people can:

- o find out information about the new academy and the people behind its development
- o register their support and provide comments via an online form which captures the information in a secure database
- o email us with any questions or concerns
- o follow us for the latest news and updates
- o join in online discussion and debate
- o view the website in multiple languages.

The chosen name comes from the 'Pix Brook' which is a small stream which flows through and links all of the towns and parishes that will be served by the new academy.

The shield within the logo features a representation of the brook and also local landmarks and history from the three main areas that the academy will serve.

The brand guidelines have helped us to ensure that the new identity is used consistently and professionally from the outset. It is our intention that the quality of our stakeholder communications matches the high quality of the education that we wish to provide at the new Pix Brook Academy.

The website

The website went live on Monday 4th July and since this time it has had 2132 visitors and 99 people have completed the form to register their support and give comments and 17 people have contacted us to express their views or ask a question. We have a FAQs page and as we receive questions and comments we are addressing these on the website which we are updating on a weekly basis.

Social media

We have created Twitter and Facebook accounts and the addresses for these are referenced on our materials.

In the first few weeks the posts have reached 788 people and there have been 859 page views and 254 Likes of the Facebook page. There are 45 Twitter followers at this time.

Leaflets and forms

We produced leaflets and forms for distribution through local schools and other community sites. These give people an overview of our proposal and the reasons behind it, information about the Trust and information about how they can find out more and give their views.

Reaching parents and carers

We have actively targeted local parents and carers through all of our existing schools and also the parents and carers of children at our local feeder schools.

We placed notices on the home pages of all of the websites of our existing schools and provided our Principals with letters which went out via Parent Mail or similar to the parents of our 4500 pupils.

We also wrote to the Principals and Headteachers of all of the local feeder schools which will feed into the new Pix Brook Academy to advise them of our plans and the start of the public consultation and to request their support and assistance in reaching their parents and carers.

The local feeder schools were provided with and made use of the following:

- Notices for their newsletters.
- A letter to their parents which was sent out electronically via messaging services such as Parent Mail and others.
- Hard copies of our four page leaflet and a copy of the form which went out via pupil post.

We have also used the existing social media accounts at all of our schools to tell parents/carers and others about the proposal and the consultation.

Reaching our wider community

Overview

We have used a number of different approaches to inform the local community and seek their views. This started with letters to all of the Principals of our own academies, the Headteachers and Principals of all of the feeder schools and the Headteachers and Principals of other local schools. We also provided a notice for the staff bulletins at all of our own schools and local feeder schools so that local people within the profession were fully aware of this important local development. We also sent a letter to all of the local Town and Parish Councils and the local Mayors and used the mainstream media to inform our local community.

Additionally, our local Councils either have, or will be, including information about our proposal in their local newsletters. Fairfield Parish Council has already included it on the front page of their magazine which goes to every resident in the parish.

Public relations

Press releases went out to the local media and resulted in articles in the Comet and Biggleswade Chronical as well as the local news websites.

Advertising

Quarter page notices were placed in the two newspapers that cover the catchment area and beyond. These were used to advertise two public consultation events.

Public places

Posters and leaflets have been displayed at the following locations.

- Shefford Dental Practice
- Larksfield Surgery Stotfold
- Stotfold Library
- Arlesey Library and Resource Centre
- Arlesey Superstore post office
- Stotfold Co-Op Post Office
- Arlesey Nursery and Childcare Centre

Consultation events

So far we have held two public consultation events. One on the evening of Thursday 21st July and one on the morning of Saturday 23rd July. People were told about these events through the local media and local schools.

Other coverage

The Stotfold News is a free magazine distributed to 4500 homes within Stotfold and Fairfield Park every month and they posted information on their Facebook page.

Feedback and support

The feedback for the new Pix Brook Academy has been overwhelmingly positive. Out of the 105 people who completed the online and hard copy forms only 4 did not support our intention to enter into a funding agreement with the Department for Education and all email responses were supportive. We have also had extremely positive word of mouth communication through our local feeder schools and others. People are reporting that parents and carers are very much in support of our plans. The main concerns that people have are not about whether BEST should run the new school or whether it is needed but what will happen with regards to the education of local children post 16. People wish to know whether there will be enough Sixth Form places given the rise in student numbers and the expansion of local schools. We have responded to these concerns and have updated our FAQs accordingly. We are well aware of the longer term need for Sixth Form places and also share these concerns. We will be looking at the post 16 provision in great detail once we have completed the application process for the Pix Brook Academy.

“Another school is urgently needed as the number of families in the area are growing quickly and we barely managed to get into a lower school in the local area. I fully support this application and would be happy sending my daughter to a new school.”

“I have no doubt that another secondary school is needed.”

“We totally agree to the idea of a new school to take the strain away from Etonbury Academy with the increasing numbers of children in the local area.”

“There are more young families moving to the area and there is a need for more schools to accommodate the families.”

“We clearly need more high quality provision at the middle/extended secondary level. I fully support a high quality school in this area being built.”

Annex 7 Pix Brook Organisation Chart

		Principal	
		Vice Principal Assistant Principal	
		Assistant Principal SENCo	
Head of Maths Assistant Heads of KS2, KS3, KS4 Teachers	Head of English Assistant Head Teachers	HR Officer / Head of Administration Principal's PA Administration Assistants/Receptionist	Data and Exams Manager
Head of Science Assistant heads of Biology, Physics And Chemistry Teachers	Head of MFL Assistant Heads of French German and Spanish as required	Student Services and (learning support) SENCo Teaching Assistants Pastoral Officers Attendance Assistant Pastoral and LS Coordinator Medical Coordinator	Kitchen Manager Kitchen Assistants
Head of Art Assistant Head Art KS2 / KS3 Teacher	Head of D&T Assistant Head Food/DT/Eng as required		
Head of Humanities Assistant Heads of History Geography, Psychology RE as required	Head of Creative Arts	Learning Resource Centre Manager	Technicians Science Technology
Head of PE Assistant Head of PE Teachers and Coaches	Head of Music	Site Manager Assistant Site Cleaning Staff	Midday Supervisors
Head of Technology Assistant Head of Technology Teachers as required	Heads of Years 5, 6, 7,	Finance Officer Cover Supervisors	Afterschool Care Leader
Other roles within existing posts Community Liaison Eco Coordinator KS2 Literacy KS2 Numeracy MASR Coordinator Timetabler	Heads of House x4		



Department
for Education

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