



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

RUSHEY MEAD FREE SCHOOL

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <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 <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed: 

Position: 

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

Rushey Mead Free School

The proposed Rushey Mead Free School will be located in the centre, or northern half, of Leicester City. It will open in September 2018 and will replicate and build on Rushey Mead Academy's (RMA's) excellent reputation and outstanding track record of: high academic achievement, inclusive practice, strong spiritual, moral, social and cultural development, and deep community links. The Free School will provide a curriculum which will support all learners to excel and be their best selves, personally, socially and academically. The curriculum will have a particular focus on EBacc subjects.

Key features of Rushey Mead Free School

1. 11-16 secondary (replicating RMA)
2. Mixed gender and mixed faith
3. 8 form entry – 240 students per year group
4. Opening in 2018 with 240 Year 7 students, growing to 1200 total by 2022/3
5. 38% FSM6/PP (replicating LA average) with 60% EAL and 1% SEND (replicating RMA)
6. EBacc specialism

Rushey Mead Educational Trust (RMET) Vision

The Rushey Mead Educational Trust's mission statement, "Together we make a positive difference", reflects its vision that more can be achieved together than separately. The Trust recognises the uniqueness of each academy, and provides

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

access to excellent school-to-school support and a world-class education network through its academies, Cohort 1 Teaching School and Secondary SCITT.

The Trust is passionate about education and determined to provide exciting, engaging and high quality learning environments which will enable its pupils to become aspirational, capable, confident young adults, and active members of the community.

The Trust has built its vision around the three key values of Excellence, Reciprocity, and Community to ensure that it aims high, works collaboratively, and serves diverse communities appropriately.

RMET currently comprises:

- Rushey Mead Academy, 11-16, Ofsted rated Outstanding
- Willowbrook Primary Academy, 3-11, Ofsted rated Outstanding
- Thurnby Lodge Primary Academy, 3-11, Ofsted rated Good
- Knighton Fields Primary Academy, 3-11, Ofsted rated Good
- Northfield House Primary Academy, 3-11, Ofsted rating – this is a sponsored academy which was in Special Measures as a maintained school. The academy has improved significantly and the Trust evaluation is that the academy is moving towards Good.
- Leicester Teaching School
- Leicestershire Secondary SCITT

The RMET planned expansion over the next 12 months is to include a further two secondary schools and up to five primary schools, and longer term to grow to a maximum of 20 academies.

The Trust does, and will, include strong schools in order to support, more effectively, those schools joining in a sponsored capacity, with the aim that schools joining will be local, from Leicester and Leicestershire, and preferably not more than 20 minutes' drive from RMA. The Trust will review both need and capacity at each stage of growth.

The Free School will be an important addition to the Trust, and to Leicester and Leicestershire, providing much needed secondary places, and meeting the need for high quality academic provision to address underachievement in the area.

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

The Trust has a letter from the Regional Schools Commissioner confirming its capability and capacity to open this new Free School (see Section F2).

Rationale

Local context

Leicester has a rising secondary population and insufficient school places to meet the demand (see Section E for more details):

- Local Authority figures project a **shortage of 602 Year 7 places** in 2018/19 rising to 1093 by 2021/22
- Local Authority figures project a **shortfall of 2,331 secondary places** in 2018/19 rising to 6,111 by 2021/22.

Leicester has below average standards and a significant number of underperforming schools (see Section E for more details):

- The average performance of Leicester pupils at KS4 in 2015 was lower than the national average across a range of benchmarks
 - 5+A*C GCSE incl Eng & Maths 50.40% (NA 53.80%)
 - A*C in English and Maths 53% (NA 55.80%)
 - EBacc 18.80% (NA 22.90%)
 - English Expected Progress 68.10% (NA 71.10%)
 - Maths Expected Progress 62.40 (NA 66.90%)
- 5 out of the 18 Leicester secondary schools are Ofsted rated as either Requires Improvement or Inadequate, and a further school is very vulnerable.

Rushey Mead Academy is a heavily oversubscribed school and is the first choice school for many families in the city, with 613 applications for 312 places for 2015/16. There is therefore a strong rationale for this local Trust to set up a Free School which will replicate RMA's ethos, values and academic success.

The Rushey Mead Free School will not have post-16 provision because there is already significant provision for this, both in the City and in the surrounding areas of Leicestershire county. This includes a number of school sixth forms, sixth form colleges and FE colleges which together offer a very wide range of post-16 options. In addition to this, Beauchamp College has recently been successful in their application to open a post-16 Free School in Leicester.

EBacc Specialism

The Government believes that the EBacc will enhance the prospects of students, particularly disadvantaged students, by ensuring they receive a core academic curriculum that allows them to retain options in subsequent education and in the

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

employment market. The percentage of Leicester students achieving the EBacc was more than 4 percentage points below the national average in 2015, which itself is already quite low; arguably preventing many students from accessing the full range of post-16 and employment opportunities.

RMA has a particular strength in enabling students of all abilities to achieve the EBacc. In 2016 50% of RMA's students achieved the EBacc which is more than double the 2015 national average of 24%, and reflects both the quality of the curriculum and the high standard of teaching and learning. As a result, a very high percentage of RMA students continue into full time post 16 education (97.1% in 2014, 74.3% to sixth form and 22.8% to FE college) and a very low number of leavers are NEET. This Free School will replicate both RMA's academic offer and its passionate commitment to ensuring the success of disadvantaged students.

Championing disadvantaged students

The aim is for the Free School to have a similar overall percentage of Pupil Premium students as the LA average for secondary schools (38%, compared to 32.1% for RMA), and similar percentages to RMA of EAL and SEND students. The Free School will build on RMA's strong track record of ensuring that disadvantaged students fulfil their academic potential and perform well compared to their more advantaged peers. For example, in 2015 30% of Year 11 students at RMA were eligible for the Pupil Premium, well above the local average of 20%, and above the national average of 26%: despite this, the within-school gap was only 5 percentage points, and the national gap was only 9 percentage points, against a national average of 27 percentage points. The Free School will replicate and refine the successful RMA approach to working with disadvantaged students. The strong focus on the EBacc specialism from day one of the Free School is intended to develop, even further, the impact on students seen at RMA, and the provision of a formalised extended day, with a compulsory enrichment curriculum, is intended to be of particular benefit to disadvantaged students.

Vision

The vision for the Rushey Mead Free School is to provide outstanding secondary education as part of Rushey Mead Educational Trust, and to replicate the aims of Rushey Mead Academy which are to:

- Inspire a love of learning
- Achieve excellent outcomes for students

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

- Ensure the well being of students
- Instil a strong moral and ethical code
- Lead change in education as champions of Best Practice.

The Free School will be infused with the RMET mission that “Together we make a positive difference”, and will be underpinned by three key principles:

1. Achievement for all
2. Opportunities for all
3. Support for all

Achievement for all

The Free School will have a relentless drive to ensure that all students achieve the qualifications, and develop the skills and aptitude, to succeed in their future studies and employment.

The Free School will benefit from RMA’s track record where:

- results show, over time, that RMA students achieve more highly, in nearly all subjects, compared to similar students in other schools;
- Value Added scores have been consistently outstanding for many years;
- the Academy was in the top 20% of schools nationally for those who achieved A*/A and A*-C grades in 2015;
- the Academy was in the top 20% nationally for Key Stage 2-4 progress in 2015; and
- more than twice as many students achieved the EBacc in 2016 than the national average.

Opportunities for all

The Free School will ensure that all academic and enhancement activities will be designed to build social and cultural capital, particularly amongst disadvantaged students, so that they benefit from opportunities usually reserved for their more affluent peers. Replicating the current provision at RMA, the Free School will use Pupil Premium Funding to (for example):

- Grant music scholarships to enable disadvantaged students to learn to play an instrument, thereby giving them access to a wide range of experiences,

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

including playing in ensembles and attending music performances, as well as placing them in a stronger position in Russell Group UCAS applications.

- Enrol a proportion of the disadvantaged cohort to the nationally acclaimed Brilliant Club which places PhD researchers into schools to give access to university level teaching and project work to underprivileged pupils.
- Ensure that the Duke of Edinburgh Award, which is well established at RMA, is specifically targeted at disadvantaged students to build confidence and self esteem.

Support for all

The Free School will leave no stone unturned in its endeavours to support all students to achieve their best, irrespective of ability or background. RMA's particular strength in relation to inclusion is its 'whatever it takes' attitude to helping students become resilient and able to meet challenges. Embedded within RMA's practice are the four principles of building secure attachments, which are of benefit to all students, namely: nurture, engagement, structure and challenge.

The Free School will replicate the academic and pastoral support provided by RMA, including its admissions and transition procedures. The effectiveness of RMA's approach to supporting students is evident across a range of measures (see Section D2).

Expertise, networks and links

The Free School will benefit from the wide range of expertise within RMA and RMET (including NLEs, SLEs, NLG, Ofsted inspectors). RMA and RMET will also bring extensive external links and partnerships, e.g. Challenge Partners, Leicester Teaching School Alliance (LeTS), Leicestershire Secondary SCITT.

Please see later sections for more details.

Section D – education plan: part 1

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

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

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

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

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

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	No. of Periods	Mandatory/ Voluntary	Comments
Key Stage 3: 33 x 50 minute lessons per week plus tutor time of 5 x 25 mins two of which used to deliver PHSE & Citizenship			
Mathematics	5	Mandatory	
English	5	Mandatory	To include English Literature and Drama
Science	5	Mandatory	
Humanities	5	Mandatory	To include R.E., History and Geography.
Languages	3	Mandatory	French for all and the possibility of a second language, e.g Spanish.
Art and Design	3	Mandatory	
PE (double block)	2	Mandatory	
Music	1	Mandatory	
Computing	1	Mandatory	
Extension 'Plus Time'	3	Mandatory	Pupil Premium Plus time, for all students, devoted to cultural, community and creative enrichment activities such as: Duke of Edinburgh, Orchestra, Drama Production,

			a Brilliant Club project, Young Enterprise, UK Maths Challenge, Sporting Excellence Club, music tuition, band rehearsals, Art (photography, ceramics, textiles, fine art), Mandarin.
PSHE, Sex Education & Citizenship	2 x 0.5	Mandatory	Completed through assemblies, tutor time, Stop the Clock etc
Key Stage 4: 33 x 50 minute lessons per week plus tutor time of 5 x 25 mins two of which used to deliver PHSE & Citizenship			
Mathematics	5	Mandatory	
English (+Lit)	5	Mandatory	
Science	6	Mandatory	
Humanities	3.5	Mandatory	One of History or Geography
Languages	3.5	Mandatory	
RE	2	Mandatory	
PE (double block)	2	Mandatory	
Option 1	4	Mandatory	To include: History, Geography, Art, Computing, R.E. Photography, Electronics, Design and Technology, additional language.
Extension 'Plus Time'	2	Mandatory	Pupil Premium Plus time, for all students, devoted to cultural, community and creative enrichment activities such as: Dof E, Orchestra, Drama Production, a Brilliant Club project, Young Enterprise, UK Maths Challenge, Sporting Excellence club, music tuition, band rehearsals, Art

			(photography, ceramics, textiles, fine art), Mandarin.
PSHE, Sex Education & Citizenship	2 x 0.5	Mandatory	Completed through assemblies, tutor time, Stop the Clock etc

Rationale

The proposed Free School curriculum model assumes that every student is entitled to be eligible for, and can succeed in achieving, the EBacc. We have streamlined the number of subjects taught at Key Stages 3 and 4 to enable generous time allocations for core subjects, whilst creating a mandatory enrichment curriculum for all students.

Key characteristics of the curriculum:

- Ensures students are able to achieve the EBacc qualification;
- Takes into consideration Progress 8 Measure;
- Extends the mandatory school day (8.30am to 3.40pm) to create compulsory time when all students participate in curriculum enrichment and enhancement, thereby building social and cultural capital, particularly for disadvantaged students;
- Shortens Friday timetable to off-set the longer days and to facilitate the Staff Professional Learning programme;
- Focuses, as part of the extended day, on applying learning to the real world and real life problems through, for example, CREST Awards and STEM Leaders Award, which will incorporate cross curricular learning and promote high levels of literacy;
- Develops key skills, e.g. entrepreneurship, innovation, research and experimentation, and builds confidence and resilience through championing a 'Growth Mindset' and encouraging healthy striving;
- Reaps the benefit of partnership with the University of Leicester through curriculum enrichment opportunities. This builds on existing University outreach, especially in languages and science, and will be underpinned by the Memorandum of Understanding RMET is developing with the University (see Section E2);
- Emphasises the importance of knowledge management and retention through bi-annual KS4 exams, annual KS3 exams and regular assessment in all subjects;
- Streams for most subjects particularly English, maths, science, MFL and humanities;

- Embeds, deeply, Spiritual, Moral, Social and Cultural development with an appropriate focus on British Values;
- Covers PSHE, Sex Education and Citizenship in 2 x 25 minute tutor time a week and Stop the Clock activities;
- Incorporates daily assemblies to inculcate a sense of belonging and identity.

Key differences between free school and Rushey Mead Academy (see next section for more detail):

- 33 x 50 minute periods per week plus 5 x 25 minute tutor time sessions instead of RMA's 25 x 1 hour sessions plus 5 x 20 minute tutor time sessions (more teaching periods gives increased curriculum and timetable flexibility);
- EBacc specialism, which makes more explicit what RMA already does, with a greater EBacc participation rate than RMA has presently;
- A formalised extended day with compulsory enrichment curriculum for all students (to address the needs of the higher proportion of disadvantaged students).

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

Expected pupil cohort

The Rushey Mead Educational Trust's (RMET's) mission, and Rushey Mead Academy's (RMA's) success, is rooted in an ambition for a fair, cohesive and prosperous society, derived from high expectations for every child, in every one of its classrooms. However, it finds itself in a region which, along with the North of the country, has a disproportionate amount of underperformance. Whilst the over-riding rationale for the Free School is to address a shortage of secondary school places in Leicester, caused by a rise in the birth rate and significant numbers of new arrivals to the city, a secondary, but vitally important, rationale is to address underperformance, in particular that of disadvantaged young people.

It is anticipated that Rushey Mead Free School will address admission shortages in the central and northern areas of Leicester. Like RMA, it will inevitably attract

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

admission applications from ambitious parents and students from across Leicester and the county. The City is relatively small (less than four miles from the centre to the city boundary in any direction) and consequently students are able to travel across the city relatively easily.

As the need for places in the City is city-wide, the Free School will aim to replicate the demographics of the City for FSM6 and SEN ERC. The EAL profile is expected to be higher than the City average because it is planned that the Free School will be in relatively central Leicester where there is a higher proportion of EAL students and new arrivals to the UK. The proposed characteristics of the Free School, along with those of RMA and the LA average, are as follows:

	NOR	FSM6	EAL	SEN EHC
Rushey Mead Academy (2014/15 figures for predecessor Rushey Mead School)	1415	32.1%	62.5%	1%
Free School (expected)	1200	38%	60%	1%
Leicester City average (secondary)		38%	15%	0.8%

Changes to curriculum in response to differences

EBacc Offer

Sir Michael Wilshaw, in his speech ‘Ambitions for education’ (January 2016), stated that, “*more disadvantaged and state school pupils now go to university than ever before. But disproportionately few of them go to our top universities.*” He went on to explain that, “*according to the Office for Fair Access, teenagers from the richest 20% of families are six times more likely to go to the most selective universities than youngsters from the most disadvantaged 40% of families.*”

Based on this, and harnessing RMA’s success in closing the gap, we propose to appeal to a higher proportion of disadvantaged students in our Free School as

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

currently attend RMA, offering them a truly academic, EBacc-based curriculum from which they can successfully progress to Russell Group universities.

Like Sir Michael Wilshaw, the Trust believes there to be “...no good reason why the vast majority of pupils shouldn't have mastered basic maths and English at primary and a Grade 5 at GCSE”. The same majority, regardless of background, should be able to achieve the EBacc, given the appropriate quality first teaching and learning environment. We will nurture high ambition and scholastic excellence in the belief that, unless we raise the performance of disadvantaged students, we will not achieve the improvements the region needs.

Changes to Key Stages

In September 2015 Ofsted produced a report entitled, “Key Stage 3: the wasted years” which highlighted a number of shortcomings in Key Stage 3 across the country, which have led to students making poor progress between primary school and the end of Year 9; which in turn has led to underachievement at Key Stage 4. Mindful of the findings of the report, the Free School will have a sharply focused Key Stage 3 with increased challenge, rigorous assessment, high quality teaching (particularly in EBacc subjects), a relentless focus on Literacy and Numeracy and improved Careers Advice and Guidance. EBacc subjects will foster knowledge accumulation and skill development at an accelerated rate throughout KS3.

Extended school day and mandatory enrichment curriculum

By extending the school day marginally on four days, space has been created within which to offer high quality guided opportunities for students to develop their social and cultural capital. We know from three years' involvement in the Challenge Partners' 'Challenge the Gap' programme that exposure to different experiences helps improve educational attainment. By building social and cultural capital, schools can help address inequality and the way privilege is embedded in society. Our enrichment programme will therefore focus on providing opportunities which result in a finished product or valuable additional accreditation, e.g. a theatre production, a musical performance/grade, a sporting achievement, Brilliant Club graduation or the Duke of Edinburgh accreditation at Bronze, Silver or Gold.

Such enrichment will be delivered three times a week in 50 minute sessions at KS3 and two 50 minute sessions at KS4. Flexibility of programming across the year groups will allow for time-limited projects from short term to year long, such as theatre/musical productions, science projects, community projects, additional sporting activities or Duke of Edinburgh. Students' choices will be guided to ensure that disadvantaged groups access enriching and challenging experiences.

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

The Free School's access to curriculum enrichment and a wide range of student experiences will build on the established links RMA has with a wide range of organisations. These include the Ogden Trust, a number of universities, Leicestershire Education Business Company, Leicestershire Cares, Leicester City Museum Service, The Spark Children's Arts Festival and a range of local employers. The Free School will also be able to benefit from the focus on Internationalism at RMA which is supported by links with the British Council.

Consistent approach to teaching and learning

RMET is deeply committed to ensuring that all young people in its schools, particularly the least advantaged, receive excellent quality first teaching so that they can make outstanding progress.

RMA has a strong track record in sharing best practice and many RMA staff work with other schools, both locally and nationally, to improve their quality of teaching. Eight of the RMA middle leaders are Specialist Leaders of Education and many other staff are experienced in external school improvement work. This sharing of staff and expertise will be a key feature of the Free School-RMA relationship.

RMA's successful strategies, processes and frameworks will be adopted, and adapted, by the Free School to ensure consistency: key examples are detailed in the sections below. Subject expertise will be shared between the two schools and the Free School will adopt RMA curriculum plans and schemes of work. Staff from both schools will collaborate on a range of areas including development of leadership, curriculum and schemes of learning. The Free School will also benefit from strong, established practice at RMA in MFL, Lesson Study, Student Councils and Health Education. The learning from international research undertaken by RMA staff and other Trust employees (e.g. study trips to Shanghai, Singapore, Australia, Massachusetts and New Zealand) will be brought to the Free School. Student Voice will be an important aspect of the Free School with the potential for a Student Voice Forum across the RMET academies.

The sharing of teaching and learning resources and the collaboration of staff across the schools will be supported by the Trust-wide IT infrastructure.

Development and training programme for teachers

RMA has a track record of delivering excellent professional development programmes for all staff, specifically designed to meet their needs. This will be extended to the Free School staff with many professional development opportunities shared between the two schools. In addition, some development will be provided across the whole Trust: for example, currently at least one Professional Learning Day

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

per year is run for staff from all the Trust academies, with some sessions for all, and others for specific phases.

RMA's experience as a successful first cohort National Teaching School places it well to support the creation of a powerful learning community of teachers, leaders and support staff in the Free School. The organisation of the extended day, with students leaving early every Friday afternoon, will facilitate high quality professional development, with staff deeply immersed in school improvement collaborative practice, along the lines of Hargreaves' self-improving system.

Rushey Mead Assessment Framework

The Rushey Mead Assessment Framework (RAF) is successfully established at RMA and will be implemented at the Free School. It is designed to help staff plan and deliver content seamlessly, from Years 7 to 11, along different curriculum routes. Students are placed on aspirational routes to ensure stretch and challenge for students of all academic abilities: the approach is designed to recognise exceptional progress no matter what the student's starting point.

The content of each route is determined through the Threshold Assessment Tables. These identify the age-related key skills, concepts and knowledge that students need to master in each subject to ensure that they make outstanding progress from Year 7 to 11, and are successful in achieving their aspirational targets at GCSE. The RAF has ensured that the RMA curriculum is more focused and directly linked to GCSEs, and that it embeds GCSE age-appropriate learning from Year 7.

RMET School Improvement Framework

The Free School will benefit from the Trust's rigorous School Improvement Framework which is designed to monitor and support performance, and to ensure that there is high quality teaching and learning, across all RMET academies.

The RMET academies are grouped into School Improvement Pods, each one of which has a System Leader, acting as an Achievement Partner or, in some cases, Executive Lead. Their role is to provide professional challenge and support to senior leaders in evaluating performance, identifying priorities for improvement and planning effective change. The Achievement Partner gathers information from Due Diligence reviews, Ofsted reports, Challenge Partner reviews and RAISEonline, in addition to internal data and information. The Achievement Partner agrees with the academy principal any additional reviews required, e.g. departmental reviews, behaviour audits, reviews of governance or Pupil Premium reviews.

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

Achievement Partners are therefore a key part of the Trust's quality assurance processes and report directly to the Executive Team and local governing bodies.

To enable RMET to facilitate a high quality package of support, the Achievement Partner or Executive Team can also bring in additional support for an academy using the Trust's network of system leaders and core services, e.g. NLEs, SLEs, NLG, Pupil Premium reviewers, Ofsted inspectors, and the Teaching School. Finally, RMET has access to further, specialised support through its strong relationships with external organisations, e.g. the Spencer Academy Trust or Challenge Partners.

Monitoring and evaluation

Monitoring is carried out by the local governing body of each academy, by the RMET Executive Team which meets fortnightly, and by the Trust Board which meets regularly. For each academy, standards, progress and the school improvement plan are monitored regularly and with different degrees of depth and detail, as appropriate.

Within the Trust's staff there are eight Specialist Leaders of Education and two Ofsted inspectors whose expertise will be deployed to ensure that standards are high and consistently maintained within the Free School. The Free School will also benefit from RMA's extensive, and successful, experience of rigorous monitoring and evaluation, with many RMA staff having experience of monitoring and evaluating performance in other schools both locally and nationally. Consistency will be achieved through a range of processes being carried out by the two schools working collaboratively, such as moderation, lesson observations and work scrutiny.

Challenge Partners

The Free School will also participate in the Challenge Partner review process which ensures that each RMET academy has a nationally recognised, rigorous, annual audit of teaching, learning and standards which supports the Trust's own monitoring and evaluation.

Challenge Partners is a national network of over 200 schools deeply committed to the pursuit of excellence through rigorous Peer Review and School-to-School Support. RMA is a founding member of Challenge Partners and is a Lead School in the East Midlands South Challenge Partners Hub. RMA's practice has been consistently recognised as Outstanding in every Challenge Partner Review, and its senior staff have extensive experience of reviewing other schools across the Partnership. The Free School will benefit greatly from the expertise within RMA, the East Midlands South Hub and the national partnership.

Leadership

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

RMA will bring a strong track record in senior and middle leadership to share with the Free School. The RMET CEO manages the performance of all academy principals using rigorous KPIs, and will do so for the Free School principal. All RMET principals meet fortnightly in the Principals' Forum to support and challenge practice across the academies.

Teacher recruitment

In addition to the sharing, secondment or transfer of well trained and expert staff from RMA, RMET will support the recruitment of high quality teachers, including through its well regarded teacher training programmes. RMA is a successful teacher training provider, having recruited, in three years, over 87 new teachers to the City of Leicester, 88% of whom are deemed to be good or outstanding in the classroom. The 2015 Challenge Partners Review stated that the quality of teaching by Newly Qualified Teachers was '*phenomenal*' which reflected "*exceptionally well on the training they have received as well as the support currently given.*" Contrary to national trends, the SCITT has recruited its largest cohort for 2016/17 with an additional 39 trainees to channel into the system by the end of the year. The Free School will be supported by good and outstanding recruits to the profession, whose ambitions will undoubtedly facilitate accelerated progress for its students.

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

Rushey Mead Free School will replicate the academic and pastoral support provided by Rushey Mead Academy (RMA) to ensure that students are successful.

RMA achieves outstanding outcomes for students in terms of attainment and progress as compared to national averages. The headline value added scores have consistently been outstanding for many years and in 2015 the school achieved a VA

D2 – measuring pupil performance effectively and setting challenging targets

Score of 1,025.7, putting it in the top 15% of schools nationally. In 2015 and 2016, for the vast majority of subjects, the percentages for A*-Cs, A*-As, 3LOP and 4LOP were higher than national averages and in many cases quite significantly so. In 2016 RMA once again exceeded national attainment levels and achieved 71.1% A*Cs in English and maths (BASICS) and 50% EBacc which was the school's best ever result. In addition to this, the RMA NEET and exclusion figures are significantly lower than national averages, whilst attendance is higher.

Consistency of approach

The Trust will ensure there is consistency within the Free School, and with RMA, by aligning both schools with the Rushey Mead Educational Trust's School Improvement Framework which will ensure that:

- Effective policies, strategies and systems for measuring student performance are shared;
- The same Data Analysis System is used across both schools and is overseen by a single Senior Leader with regular reports to Governors and the Trust Board;
- Lesson observations are conducted at least once a year by senior leaders across the Trust and swift action is taken to address issues when identified. This will be in addition to termly subject work scrutiny by middle leaders, and termly whole school learning walks with a focus on specific groups such as disadvantaged students, boys, high ability and SEND conducted by specialists and experts;
- Termly performance data is monitored by subject leaders, the Vice-Principal responsible for Standards and Achievement, the academy local governing body and the RMET Executive Team, to identify, highlight and disseminate good practice, and to address underperformance promptly;
- The performance of key groups of students is monitored regularly and rigorously;
- Moderation of assessment, lesson observations and work scrutiny is of a high quality;
- Staff in both school have access to high quality and appropriate Professional Learning;
- Targets are suitably challenging for individual students, subjects and the whole school.

D2 – measuring pupil performance effectively and setting challenging targets

- Consistency in behaviour is achieved by sharing and replicating the pastoral provision from RMA, and ensuring that identical systems and processes are followed at both schools.

Consistency of approach to assessment across the MAT

The Trust's School Improvement Framework will enable the Trust to monitor standards across all its academies and is described in more detail in Section D1. It will be a key part of ensuring there is robust and rigorous assessment and target setting in the Free School. The Achievement Partner, appointed by the Trust for each academy, provides professional challenge and support to that academy. The Framework sets out the process to identify any additional review required and recommendations for additional support. The Trust's Executive Team will facilitate a high quality package of support using the Trust's network of system leadership, core services and external relationships.

The RMET Executive Team holds progress and case conference meetings where progress and classification of academies is discussed along with an evaluation of the impact of actions. Monitoring of standards, progress and the school improvement plan of each academy is carried out at a range of levels and detail in the Trust: by the local governing body of each academy, by the RMET Executive Team which meets fortnightly, and by the Trust Board which meets regularly.

Differences in assessment and target setting in the Free School

The EBacc specialism of the Free School will make explicit, from the outset, something which is implicit in the approach that RMA has evolved over time, namely that the curriculum will have a strong academic focus: however, the Free School will have a greater EBacc participation rate than RMA has presently .

The target setting process will be the same as at RMA although the Free School targets are higher than those of RMA currently. The process of target setting will include using: KS2 standardised scores; MidYIS standardised tests; DfE estimates; reading ages; and, knowledge about the students. Assessment systems will be based on the Rushey Mead Assessment Framework (see Section D1). Targets for the individual EBacc subjects will be the same as at RMA.

The Free School's target for the extension activities will be that every student achieves *at least one* nationally recognised qualification or accreditation during their time at the Free School, e.g. Duke of Edinburgh Award, CREST Award, National Maths Challenge, National Enterprise Project or a grade in a musical instrument. A passport will be developed to record student achievements, to encourage them to participate in a wide range of activities and to set personal goals. In Year 11 this will

D2 – measuring pupil performance effectively and setting challenging targets

provide valuable evidence for students' post-16 applications and for subsequent higher education and employment applications.

Targets

It is extremely challenging to set realistic targets for an unknown cohort of students sitting exams in 2023, particularly when students will be sitting new, reformed GCSE exams which are more rigorous. The Trust has therefore set targets based on a combination of RMA 2016 results and national averages (NA) – see tables below.

The Free School targets are very aspirational, and are based on RMA's strong track record, and the anticipated impact of key aspects of the Free School which will boost achievement, namely: the capacity to establish a strong ethos and work ethic from the start by admitting students one year group at a time; the focus on EBacc subjects from Year 7; extra time for maths and English; and, additional curriculum time at Key Stage 3 and 4 for extension activities which will support the development of positive learning behaviours, engagement with school, confidence and a range of valuable transferable skills.

	Free School target	RMA results (2016)	NA (2015) from RAISEonline
Basics Score (English & Maths) Grades 5-9	75%	72% (A*-C)	58% (A*-C)
Entry to EBacc	90%	73%	
Achieving EBacc	65%	50%	24%
Progress 8 Score	0.6-1	+0.6 (using 2015 estimates)	0
Attainment 8 Score	60 (B)	54.46	47.78
% Basics gap between Disadvantaged and Others in school	5	-12.7	-27
Attendance	96%	96.3%	94.8%
NEET	2%	3%	8%

	SEND	SENK	EAL	PP
Basics % 5-9	10%	25%	100%	75%

D2 – measuring pupil performance effectively and setting challenging targets

EBACC entered	2%	30%	95%	95%
EBACC achieved	2%	15%	60%	50%
Attainment 8	50	50	60	60
Progress 8	0.6-1	0.6-1	0.6-1	0.6-1

The Free School will have a target that 50% students will go on to study at least one facilitating subject at A Level in order to strengthen their applications to higher education, especially to the Russell Group of universities.

Reporting to parents

The Free School will report to parents three times a year, providing reports that are cumulative in order to build up a progress story over the year. Reports will track termly assessments against aspirational targets for all subjects, and will provide a qualitative, practical learning target for each subject once a year to help parents understand what their child needs to do to improve progress. Annual Parents' evenings will be held to provide an opportunity for parents to meet subject teachers and discuss academic progress. Further opportunities will be provided for parents to interact with the Free School, e.g. Year 9 options evening, Year 10 information evening, Year 11 exam information evening, and Careers events.

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

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

Staffing and Sharing staff across schools

The Free School's first cohort will start in Year 7 in 2018, and it will then increase by one year group each year until it reaches its full capacity. It will therefore need to grow its staff judiciously to ensure high standards are established immediately, but within an economically viable staffing model.

Initially the Free School will be staffed by a combination of dedicated Free School staff and staff from Rushey Mead Academy (RMA), and possibly other schools in the Trust. In order that it establishes a very strong foundation for a successful first Key Stage 4, priority will be given to employing full time specialist teachers in the EBacc subjects. The SCITT will be a valuable source of good and outstanding new teachers for the Free School

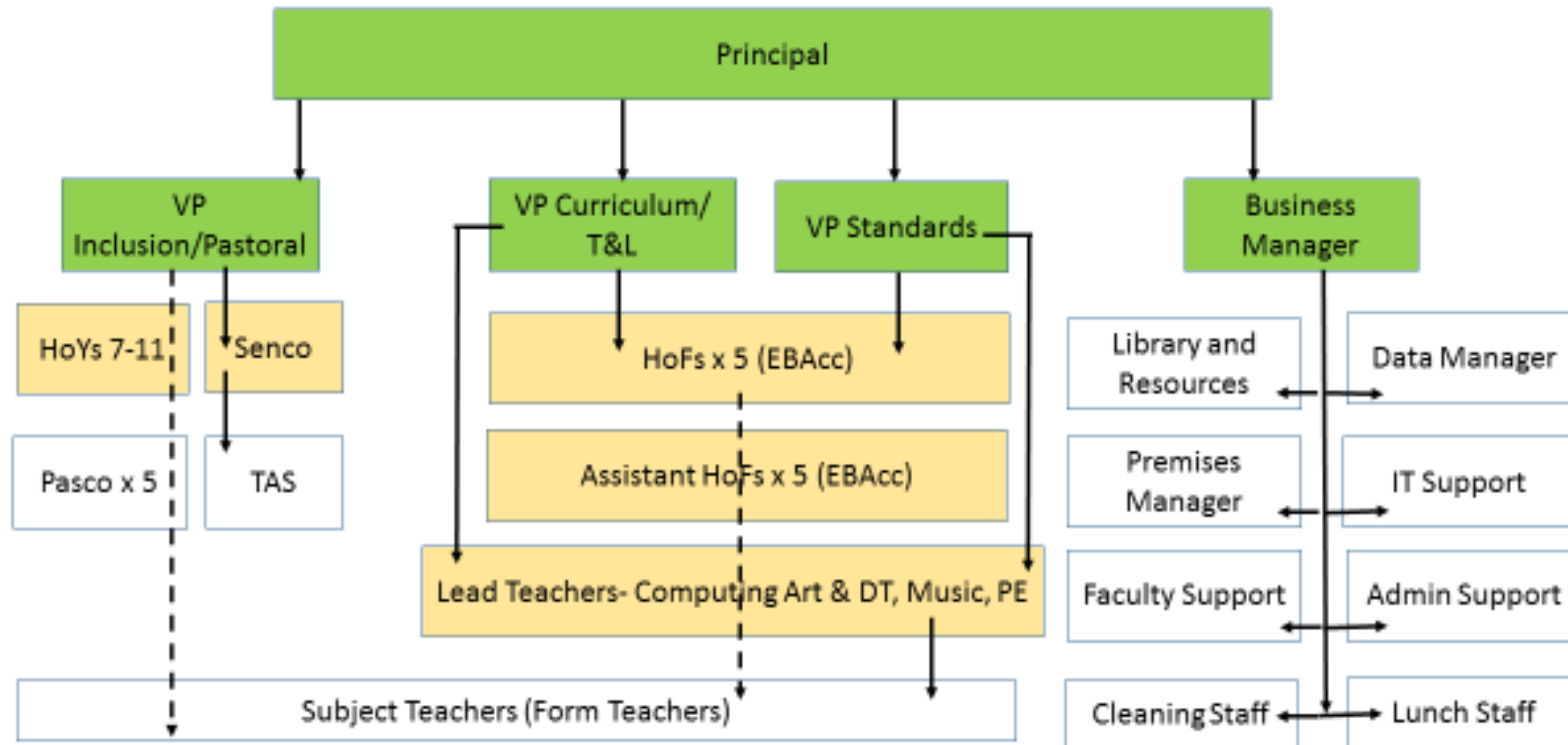
RMA has a very strong track record of supporting other schools, through the Trust, the Teaching School and, previously, through an educational trust with a very challenging secondary school in Leicester. Whilst the Trust will be mindful of the importance of maintaining high standards at RMA, it is likely that its staff will be used in a number of different ways in the initial phase of the Free School:

- In the initial years the Principal of the Free School will be supported by senior staff at RMA in a range of key areas, e.g. Standards and Progress, Teaching and Learning, Behaviour, Child Protection and SEND, Exams and Data. As senior staff at the Free School are appointed they will assume responsibility for these areas.
- RMA has a number of SLEs across a range of specialisms who already provide support to other schools as required. In the early years of the Free School these will also be available to support that school.
- RMA has in post a Director of Maths and a Director of MFL who already have Trust-wide responsibilities and will be deployed to provide support to the Free School.
- Full or part time permanent transfer of staff.
- Full time or part-time teaching secondment for a fixed term.
- Shared teaching across the two schools enabling two part time posts to be filled by a full time teacher.
- Some subject leadership across the two schools in the early years. This will be simplified by the common features of the curriculum between the two schools.

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

- Coaching and mentoring of Free School staff.

In addition, the Trust-wide IT infrastructure will enable the efficient and effective sharing of resources and collaboration between RMA and Free School staff.



Notes

1. VP Inclusion has overall accountability for HoYs, Pascos and Teachers when acting as Form Teachers
2. VPs Curriculum & Standards jointly accountable for all HoFs and Subject Leaders
3. HoFs accountable for Assistant HoFs and Subject Teachers within their Faculty
4. As the Free School grows and develops the need for Assistant Principals may emerge to support the successful leadership of the school
5. Pastoral Coordinators (Pascos) are non-teaching staff who support the Head of Year provide pastoral support for students.
6. TAs' main role will be to provide additional learning support for students identified as having a special need.
7. The Form Teacher role will be carried out predominantly by subject teachers but also by some Subject and Faculty leaders

Staffing Requirements from 2018/19 (Year 1) to 2022/23 (Year 5)

Faculty/Dept	KS3	Year 1- (7) 2018-19				Year 2 (7-8) 2019-20				Year 3 (7-9) 2020-21				Year 4 (7-10) 2021-22				Year 5 (7-11) 2022-23				KS4
	Periods pw	Groups	Teacher Pers	Notional Teachers	Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional	Cumulative Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional	Cumulative Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional	Cumulative Teachers	Groups added this Year	Cumulative Teacher Pers	Cumulative Notional	Cumulative Teachers	Periods pw
Maths	5	8	40	1.7	2	8	80	3.3	3.5	8	120	5.0	5	8	160	6.7	7	8	200	8.3	8.5	5
English	5	8	40	1.7	2	8	80	3.3	3.5	8	120	5.0	5	8	160	6.7	7	8	200	8.3	8.5	5
Hums (inc RE)	5	8	40	1.7	2	8	80	3.3	3.5	8	120	5.0	5	8	164	6.8	7	8	208	8.7	9	5.5
Science	5	8	40	1.7	2	8	80	3.3	3.5	8	120	5.0	5	8	168	7.0	7	8	216	9.0	9	6
Languages	3	8	24	1.0	1.5	8	48	2.0	2.5	8	72	3.0	3	8	100	4.2	4.5	8	128	5.3	5.5	3.5
Art/DT	3	12	36	1.5	2	12	72	3.0	3	12	108	4.5	4.5	6	132	5.5	6	6	156	6.5	7	4
Music	1	8	8	0.3	0.5	8	16	0.7	1	8	24	1.0	1	1	28	1.2	1.5	1	32	1.3	1.5	
Computing	1	8	8	0.3	0.5	8	16	0.7	1	8	24	1.0	1	3	36	1.5	2	3	48	2.0	2	
PE	2	8	16	0.7	1	8	32	1.3	2	8	48	2.0	2	8	64	2.7	3	8	80	3.3	4	2
Cumulative Totals			252	10.5	13.5		504	21.0	22.5		756	31.5	30		1012	42.2	40.5		1268	52.8	55	
'Plus Time'	3	8	24	See Notes 3 and 4		8	48	See Notes 3 and 4		8	72	See Notes 3 and 4		8	96	See Notes 3 and 4		8	120	See Notes 3 and 4		2
Form Time PHSE	1	8	8			8	16			8	24			8	32			8	40			1
Total	34		284				568				852				1140				1428			

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

Notes on Staffing Requirements from 2018/19 (Year 1) to 2022/23 (Year 5)

The above table calculates the required specialist teacher time required for each subject in each year as the school grows. The calculations are based on:

1. A period = 50 mins.
2. A 34 period week consisting of 33 periods subject curriculum + 'Plus' periods and 2 x 0.5 periods of PHSE/Citizenship through Form Time.
3. A mainscale teacher will teach 26 subject specialist periods + 3 'Plus' periods + 1 (2 x 0.5) periods of Citizenship/PHSE = 30 out of 34 periods. This provides for four periods of PPA (11.75%).
4. The average number of taught contact hours within the Free School would be approximately 24 subject specialist periods + 3 'Plus' periods + 1 PHSE/Citizenship period = 28 out of 34 periods. The average assumes that the approximate ratio of middle leaders to mainscale teachers is 1:3. The average number of specialist subject periods taught (i.e. 24) is used in the above table to calculate the notional number of subject specialists needed.
5. Actual numbers of teachers required are calculated by rounding up the notional teacher figure to the nearest 0.5 teachers although in some situations it would prudent to appoint a whole teacher if an additional half a teacher would be needed in the following year.

Staffing Appointments from 2018/19 (Year 1) to 2022/23 (Year 5)

T= No. of Teachers P = No of subject periods taught pw	Year 1 2018-19		Year 2 2019-20		Year 3 2020-21		Year 4 2021-22		Year 5 2022-23	
Sudents on Roll	240		480		720		960		1200	
Senior Leaders	T	P	T	P	T	P	T	P	T	P
Principal	1		1		1		1		1	
V Principal Standards							1	6	1	6
V Principal T&L / Curric			1	6	1	6	1	6	1	6
V Principal Inclusion							1	6	1	6
Middle Leaders										
Head of Year 7	1	20	1	20	1	20	1	20	1	20
Head of Year 8			1	20	1	20	1	20	1	20
Head of Year 9					1	20	1	20	1	20
Head of Year 10							1	20	1	20
Head of Year 11									1	20
Head of Maths	1	20	1	20	1	20	1	20	1	20
Head of English	1	20	1	20	1	20	1	20	1	20
Head of Science	1	20	1	20	1	20	1	20	1	20
Head of Humanities	1	20	1	20	1	20	1	20	1	20
Head of Languages	1	20	1	20	1	20	1	20	1	20
A.Head of Maths							1	22	1	22
A.Head of English							1	22	1	22
A.Head of Science							1	22	1	22
A.Head of Hums							1	22	1	22
A.Head of Languages							1	22	1	22
Lead Computing	1	22	1	22	1	22	1	22	1	22
Lead Art and DT					1	22	1	22	1	22
Lead Music	1	22	1	22	1	22	1	22	1	22
Lead PE							1	22	1	22
SENCO	1	22	1	22	1	22	1	22	1	22
Main Scale Teachers										
Maths	1	26	2.5	65	4	104	5	130	6.5	169
English+Drama	1	26	2.5	65	4	104	5	130	6.5	169
Science	1	26	2.5	65	4	104	5	130	7	182
Humanities+RE	1	26	2.5	65	4	104	5	130	7	182
Languages	0.5	13	1.5	39	2	52	2.5	65	3.5	91
Design/Art	1.5	39	3	78	3.5	91	5	130	6	156
Computing	0	0	0	0	0	0	0.5	13	0.5	13
Music	0	0	0	0	0	0	0.5	13	0.5	13
PE	1	26	2	52	2	52	3	78	3	78
Totals	17	368	28.5	641	37.5	865	54.5	1237	64.5	1491

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

Commentary on Staffing Appointments from first (Year 1) to fifth year (Year 5) of the Free School

Leadership and teaching staff

Year 1

- School leadership will be provided by Principal and Head of Year 7 (who will be appointed so that Year 6 transfer can be completed).
- 5 EBacc Heads of Faculty will be in place to lead teaching in, and development of, these subjects and to assist Principal and Head of Year 7 in establishing ethos.
- Lead teachers of DT and Computing will also be appointed. Other subjects will be overseen by subject lead teachers at RMA.
- In Year 1 subjects will be taught in quarter bands of two groups to enable staffing and to allow some setting if required. PE will be taught in single mixed gender groups.
- SENCO or Special Needs teacher in place.
- Subject teachers appointed as indicated.
- Timetabling and Standards support provided to the Free School Principal by RMA's Vice Principal Curriculum and Vice Principal Attainment and Standards as required.

Year 2

- Head of Year 8 in place, further subject teachers appointed.
- Leadership and curriculum structures as in Year 1 except Vice Principal T&L in place.
- PE taught in single sex groups.

Year 3

- Head of Year 9 in place and further subject teachers appointed.
- Structures as in Years 1 and 2. Head of Year 9 in place.
- Appointment of Subject Lead teacher in Art and DT.

Year 4

- Appointment of Assistant Head of Years for EBacc subjects and Subject Lead for PE.

- Head of Year 10 in place and further subject teachers appointed.

Year 5

- Head of Year 11 in place and teachers appointed to bring staffing up to full complement.

Non-teaching and support staff

- Pastoral Coordinators (Pascos), Teaching Assistants and Cover Supervisors appointed as required with growth of school.
- Administrative/Finance support appointed as required with growth of school. Overseen/led by RMA and Trust in early years.
- Librarian/Reprographics duties in early years may be covered by other admin/support staff.

Contingency plan

Initially many Free School staff and leaders will come from RMA in either a permanent or temporary capacity. RMA is a very desirable school to work in and therefore attracts healthy numbers of high quality teachers when it recruits. The Trust will make it clear that there will be an expectation that staff recruited to RMA may be required to contribute to the Free School, particularly in the early days. The Trust will also explore over-recruiting to RMA in order to create capacity to support the Free School.

If the number of Free School students was reduced to 168 per year (i.e. a fall of 30%) the school would function as a 6 form entry school enabling a 25% reduction in the notional teacher staffing numbers. Administrative and TA appointments would also be reduced to reflect the smaller numbers in the school. Further saving would be made by reducing two of the Vice principal roles to Assistant Principal and by looking at shared responsibility roles across the Free School and RMA.

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

Context

Leicester is generally acknowledged to be one of the most culturally and ethnically harmonious cities in the UK, having avoided some of the unrest that has arisen in other cities in the past. It is the first UK city where White British citizens make up less than half the population (45%). Over a long period of time Leicester has successfully accommodated waves of immigration, and schools have played a significant role in establishing the levels of community cohesion enjoyed by the City. Despite Leicester's relative cohesion however, the characteristics of the City present a complex and challenging picture:

- Children and young people from minority ethnic groups account for 64% of all school age children living in the area, compared with 22% in the country as a whole.
- Leicester has a much younger population than England, with a large proportion under 35 years. Approximately 80,750 children and young people under the age of 18 years live in Leicester City. This is 24% of the total population in the area.
- Approximately 30% of children are living in poverty. The proportion of children entitled to free school meals in primary schools is 19% (NA 16%) and in secondary schools is 19% (NA 14%). The Leicester Pupil Premium figures are 34% for primary and 38% for secondary.
- The youth unemployment rate is 7.5% of working age adults.
- The largest minority ethnic groups of children and young people in the area are Asian and Asian mixed and Black or Black British.
- The proportion of children and young people with English as an additional language in primary schools is 53.2% (NA 19.4%) and in secondary schools is 50.3% (NA 15%).
- Currently, 167 languages are spoken in the City.

Values

At the very heart of the Rushey Mead Free School will be a deep and avowed commitment to welcoming, and nurturing respect for, students of all faiths, cultures and traditions. Underpinning the Free School's ethos will be Rushey Mead Educational Trust's (RMET's) commitment to 'Excellence, Reciprocity and Community', and Rushey Mead Academy's (RMA's) core vision of making a positive

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

difference ‘To ourselves...To others...To our world.’ as enacted through the Academy’s daily values of:

- Respect – having a positive and considerate attitude towards peers, staff and visitors
- Manners – demonstrating respect through conduct and behaviour
- Smart – showing purposeful, positive actions and smart presentation.

The Free School’s ethos and values will be informed by RMA’s driving vision, which underpins everything the Academy does to achieve the best outcomes for students, and is delineated through three values statements:

- *“To ourselves: We support students to achieve the highest standards, not just in lessons and examinations, but also in extra-curricular activities. We encourage them to consider their behaviour and to understand how this behaviour makes a positive difference to them and to their future prospects. Every individual truly matters and we support them to be the best they can be.*
- *To others: Students at Rushey Mead consider their place in society and understand what it means to be a good citizen. The Academy is extensively involved in charitable activity and students fully participate not only in fund-raising for good causes but also in actively helping others. The development of leadership skills for students is an important focus for the Academy through our ‘Compass’ student leadership schemes. On a daily basis staff and students support one another and their peers to mutual success.*
- *To our world: Every day we encourage all members of our learning community to respect their surroundings and make sustainable choices for the future. We take collective responsibility to make Rushey Mead, Leicester, and the wider world a better place. “*

RMA has a long history of successfully including and integrating students with heritages in all parts of the world. At RMA, almost 97% of students come from an ethnic minority background with the majority (75%) from an Indian Asian heritage. The school benefits from this ethnic and cultural diversity, with a wide range of other African, Asian and European heritages being represented within the student population. For 64% of students English is not their first language (NA13.6%) and more than 21 different languages are spoken, with Gujarati the most prevalent. The majority faith is Hindu but there are significant numbers of Sikhs and Muslims.

RMET already serves a range of communities through its five academies and this is likely to become even more diverse as it grows. The Trust’s stated intention is to seek *“to play a role in the regeneration of communities that the academies serve by increasing the belief of parents and carers in the purpose and value of education,*

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

and valuing the partnership with families and children.” Therefore, as a community Free School within RMA, the school will be explicitly welcoming to students of all faiths, and none, and will be particularly attractive to the diverse and often disadvantaged communities within central and northern Leicester.

Cohesion

RMA has a strong track record in enabling students from different faith groups to observe and practise their faith, while at the same time promoting a strong cohesive community firmly aligned to British Values. For example, the Academy supports Sikh students to wear the turban and kirpan, Muslim students to fast and celebrate Eid and Hindu students to celebrate Diwali. The canteen offers a wide variety of food to meet different dietary requirements. Other major faiths and their traditions are taught and referenced throughout the year and in the RE syllabus. Tolerance is a key value, actively and vigilantly promoted, including tolerance of different sexual identities.

The Free School will replicate this welcoming ethos and inclusivity. It will replicate the patterns of positive and respectful interactions between all members of the school community found at RMA. The Free School will embrace and emulate the overarching narrative of being part of one striving community, which has led Rushey Mead Academy to be recognised as a harmonious, orderly and welcoming community in which all can succeed.

Over the years, RMA staff have developed an expertise in teaching these core values within each subject, and in organising classrooms to promote working across social, ethnic, cultural and religious boundaries which will be replicated in the Free School. RMA has identified a set of simple but highly effective tools to promote community cohesion. These include the use of seating plans and positive, respectful language in daily interactions.

Curriculum

The Free School curriculum will aim to give students access to the best that has been thought, said, written and created in every field of human endeavour, so that they are knowledgeable, critical and enriched. Within this broad, balanced and deep curriculum, the primacy of knowledge and critical thinking will be emphasised.

Reasoning skills, deduction, inference and critical thinking about received wisdom or content on websites and social media are key skills for 21st century learners as they, more than any other generation in history, have access to huge amounts of information. However, they need to be prepared to be evaluative, critical and open minded, qualities which the Free School will nurture and encourage.

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

Prevent

Such a broad education will prepare students for life in modern Britain where all need to be at ease with diversity and feel a sense of adherence to common British Values. Such an education promotes social mobility and inclusion and inoculates students against extremist and radicalising ideologies. Therefore, although the school will be highly vigilant in relation to its Prevent duty, it will also offer a binding, inviting and open hearted interpretation of British Values in the daily fabric of interactions, and in curriculum content.

Safeguarding

The Free School will model itself on the strong, outstanding safeguarding procedures and policies of RMA. The Academy has a recognised track record, and expertise, in safeguarding young people in the widest sense, but doing so within an ethos of care and positive regard for young people and their families, particularly those facing multiple challenges. Parents have welcomed the support that RMA has provided in various complex matters, including those related to potential radicalisation, and this measured and sensitive approach will be carried over into the Free School.

SMSC

At RMA, Spiritual, Moral, Social and Cultural Education is powerfully woven into organisational routines, the outlook and diversity of staff employed, the engaging and thought provoking assemblies and the strong arts provision. Teachers and leaders are clear about the unobtrusive but powerful ways in which SMSC can be embedded within the teaching of core content and skills in each subject. Similarly the content in each subject is exploited to mirror the experiences of students from diverse backgrounds, to help with unifying narratives about the commonality of human experiences, and to reflect a unique British perspective on issues. For example, literary texts from other cultures are studied in English, alongside those from the British literary heritage. When studying Shakespeare, the universality of his themes and interpretations of different groups is discussed. In history and geography the patterns and trends of migration are studied.

The Free School will build on RMA's outstanding practice in relation to SMSC and the promotion of British values in a number of ways, for example:

- It will welcome a range of visitors and speakers to the school but will have a clear policy on how speakers are chosen and how a balance of perspectives and opinions is achieved over time.
- Speakers will be invited based on their relevance to key aspects of the curriculum and the content of their presentations will be interrogated and explored in follow up lessons, where students will be encouraged to articulate

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

their feelings and opinions, and to justify them in both formal and informal settings.

- Care will be taken that any promotional materials brought into the school will represent a range of views.
- Achievement will always be celebrated and students will be encouraged to have the confidence to undertake difficult tasks and have a wide range of experiences. This will be in the context of promoting a Growth Mindset as advocated in the research of Dr Carol Dweck. In developing such a mindset, pupils are asked to welcome difficulties and embrace feedback in order to learn. Effort and perseverance will be actively expected, and acknowledged, in each area of the curriculum, whether it be mastering key concepts, learning a language, learning to play an instrument or perfecting a shot, kick, dribble or throw in PE.
- Adherence to British Civil and Criminal Law will be actively promoted but students will have opportunities to safely compare, for example the law of the land with religious law.
- Students will be actively encouraged to contribute to the world beyond the school, or any particular faith community, and will be taught co-operation through group activities, given responsibility wherever possible, and encouraged to take opportunities to serve their wider community.
- Students will be helped to gain knowledge and respect for their own culture and encouraged to regard all faiths, races and cultures with respect, through links with other schools, within and beyond the Trust, and links with other organisations in the City and globally.

PSHE

The teaching of PSHE is well established at RMA within the discrete teaching of Citizenship at KS3 and a “Stop the Clock” model at KS4. Citizenship lessons are extremely well structured and take students through all aspects of the British parliamentary system, the monarchy and the legal system. Aspects of financial literacy also feature. Most importantly, PSHE topics and themes are taught in an engaging and sensitive way, helping students to be prepared for the joys and challenges of adulthood in modern Britain. At KS4, PSHE is taught discretely but also its strands permeate the curriculum, culminating in a Health Fair and an Experience Day. Outside agencies feature in the programme, e.g. careers experts, employers, nurses who specialise in sex education, agencies who work in the field of sexual health and domestic violence, and the police.

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

The Free School's PSHE programme will build on that of RMA and will ensure that students develop a strong understanding of key British Values, e.g.:

- The rights of citizens to influence decision-making through democratic processes, whilst also respecting free speech;
- The importance of living within the law as being essential to their well-being and safety;
- The importance of respecting the authority of, for example, teachers, the police and the army whilst, at the same time, knowing that those organisations have to meet certain standards, and are also held to account by government;
- The freedom to have a range of faiths and beliefs protected under law;
- The need to combat discrimination in all its forms.

The Free School will provide opportunities for students to enact and participate in activities which reflect our British democratic society, e.g. Student Voice activities, Student Council, mock elections, visits to the City Council and Westminster.

The Arts

The Arts, in their widest sense, are central to the promotion of British Values. Encouragement of expression and creativity promotes inclusivity and binding ties. Arts events and experiences make for the most memorable events for students and parents of their school life, helping to break down stereotypes and liberating students who may be constrained in other subjects or other areas of their life. Drama, dance, music and art help students work through and express powerful, sensitive, provocative ideas and emotions in a safe expressive place, challenged and supported by skilled staff. Therefore, music education, school productions, art and design education will contribute to a broad and balanced curriculum in the free school. Links that RMA has with external organisations such as The Spark Arts for Children will be brought to the Free School.

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

Rushey Mead Free School will be located in either the central or northern zone of Leicester, a relatively small city where many students already travel its length and breadth to attend school. All 18 maintained secondary schools in Leicester City can therefore be considered as local to our Free School.

The need for more school places in Leicester

Pupils numbers are expanding across the UK and Leicester's reputation for successful cultural and ethnic integration means that it is experiencing a particularly acute increase in inward migration, which is bringing with it pupils of all ages. As a result there is a forecast of a sharp increase in the number of secondary school pupils over the next six years.

The most recently published DfE figures show an actual number of pupils of secondary age of 17,456 in 2014/15, rising to a forecast number of 24,900 by 2021/22, with a forecast deficit of **6,111** places compared to the current number of places available. This significant increase in forecast pupil numbers can also be seen in the Year 7 figures where there is a projected shortfall of **1,093** places by 2021/22. (See tables below for the forecast figures. Additional detailed information has been provided by the LA .)

The need for more school places in Leicester is outlined in the letter from the LA (see Annex 2).

E1 – provide valid evidence that there is a need for this school in the area**Actual and forecast numbers – secondary pupils - Leicester**

	Number of secondary school places (1)	Forecast number of secondary places needed	Surplus / deficit of places (+/-)
2014/15	18,789	17,456	+1,333
2015/16	18,789	18,060	+729
2016/17	18,789	18,870	-81
2017/18	18,789	19,970	-1,181
2018/19 (earliest year free school will open)	18,789	21,120	-2,331
2019/20	18,789	22,460	-3,671
2020/21	18,789	23,750	-4,961
2021/22	18,789	24,900	-6,111

Actual and forecast numbers – year 7 pupils - Leicester

	Number of year 7 school places (1)	Forecast number of year 7 places needed	Surplus / deficit of places (+/-)
2014/15	3,585	3,329	+256
2015/16	3,585	3,556	+29
2016/17	3,585	3,740	-155
2017/18	3,585	3,937	-352
2018/19 (earliest year free school will open)	3,585	4,187	-602
2019/20	3,585	4,400	-815
2020/21	3,585	4,546	-961
2021/22	3,585	4,678	-1093

(1) Actual number for 2014/15. Leicester LA is planning the expansion of 8 Leicester secondary schools to create approx 2500 additional secondary places by 2018. These have not been included here because they are still at the feasibility study stage.

(2) Published number of secondary places in 2014/15 is 19,209 but 420 of these at Tudor Grange Samworth Academy are actually primary places so total has been reduced to 18,789. The

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

number of secondary places is still overstated because it includes post 16 capacity which is available in a few city secondary schools.

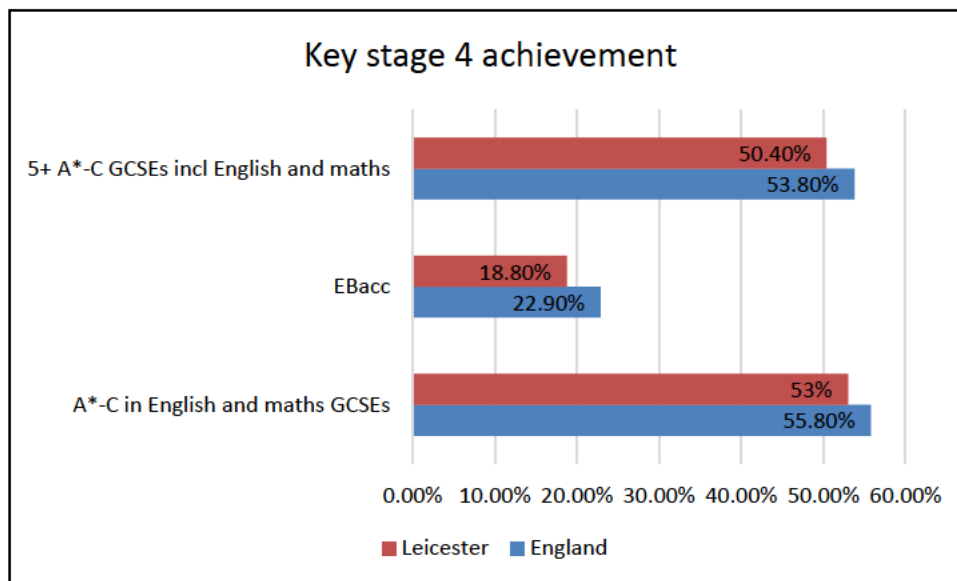
Data from EFA and DfE School capacity: academic year 2014-15

<https://www.gov.uk/government/publications/school-capacity-academic-year-2014-to-2015>

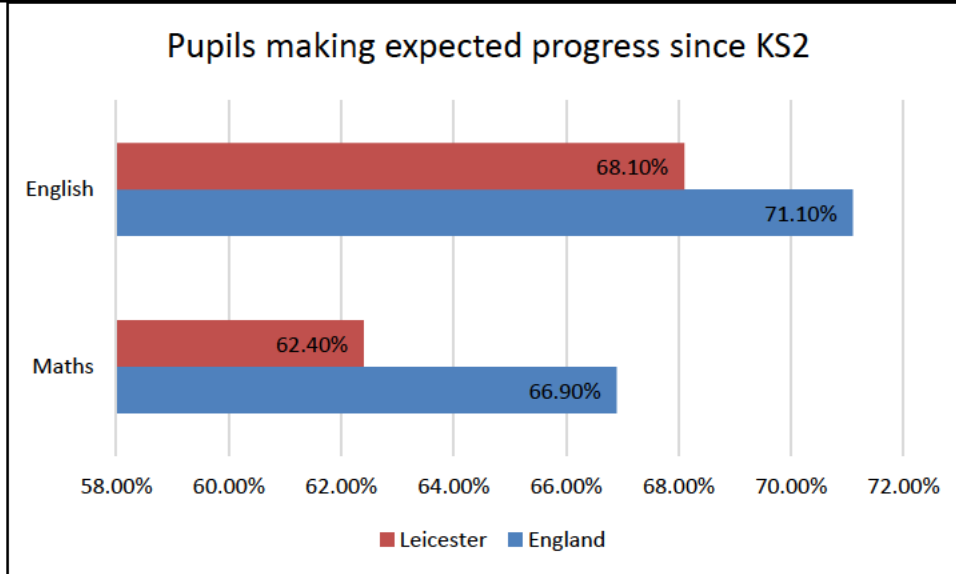
Leicester LA is currently working with eight secondary schools in the city to increase their capacity. This is expected to provide approximately 2,500 additional places by 2018, but will still leave a significant shortfall of 3,611 places. As a result, the LA has indicated that the city urgently requires at least two free schools, if not more, to be opened in the next few years to provide sufficient places for the expected number of pupils of secondary age.

Low standards in local schools

The average performance at Key Stage 4 across Leicester is lower than the national average for all performance measures (from DfE School Performance Tables for 2015).



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



Ofsted ratings of the 18 secondary schools in Leicester show a mixed pattern:

Outstanding	4
Good	9
Requires Improvement	3
Inadequate	2

There is considerable underperformance at the five schools judged to be either Inadequate or Requiring Improvement by Ofsted. Between them these schools serve over 5,000 students and are spread across the city rather than being concentrated in one area. Rushey Mead Free School will therefore be a valuable addition to parental choice within Leicester and will provide a centre of academic excellence for ambitious parents and students from across the city.

The following validated data is taken from the DfE School Performance Tables for 2015 and rounded to the nearest whole number. Although Hamilton College's last Ofsted rating was Good, it has been included in the table because it is currently very vulnerable due to a significant drop in standards and an acting headteacher covering for long term absence. Rushey Mead Academy is included for comparison.

School	NOR	Ofsted rating	5+ A*-C GCSEs incl E&M	EBacc	A*-C E&M GCSEs	Pupil making expected progress since KS2	
						English	Maths

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

New College Leicester	781	3	35%	6%	38%	59%	50%
Saint Paul's Catholic School	1069	3	56%	13%	58%	69%	66%
The City of Leicester College	1494	3	48%	22%	49%	61%	60%
The Lancaster School	847	4	46%	13%	47%	54%	59%
Tudor Grange Samworth Academy	916 ⁽¹⁾	4	28%	4%	31%	50%	49%
Total	5107						
Hamilton College	1064	2	25%	8%	39%	53%	41%
Rushey Mead Academy ⁽²⁾	1415	1	66%	47%	67%	83%	78%

(1) Tudor Grange Samworth Academy is a 3-16 school

(2) Data for Rushey Mead Academy is taken from Rushey Mead School which converted to academy status 1 November 2015.

The Ofsted inspection reports for the five underperforming schools suggest there are common themes; all highlight weak leadership, low achievement and a lack of consistency in the quality of teaching. As has already been stated, Rushey Mead Academy is a highly successful school with a strong track record in leadership, teaching and delivering outstanding outcomes for pupils. In addition, many staff have had experience of working with schools in other parts of the City to support significant improvements. As part of RMET, Rushey Mead Free School will benefit from its wider education network and school-to-school support, and will bring outstanding practice to parts of Leicester that need it.

The Free School's vision and focus on EBacc have been developed to address the issue of underperformance in Leicester and they reflect the Free School's commitment to raising achievement and opportunity for disadvantaged students. This will build on RMA's strength in enabling students of all abilities to achieve the EBacc (in 2016 50% of RMA's students achieved EBacc compared to 2015 national average of 22.9%). The impact can be seen in the very high percentage of RMA students continuing into full time post-16 education (97.1% in 2014) and the low number NEETs (3% in 2015, NA 8%).

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



E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

The degree to which Rushey Mead Academy (RMA) is already over-subscribed (see Section C) points to a high level of demand from parents for the kind of education on offer. The Free School is clearly marketed as focusing on EBacc from the outset. RMA has developed an EBacc focus and attracts many students and their parents for this reason. The Free School plans are to replicate and refine the RMA model. The Trust is confident that the RMA level of demand would be replicated in the Rushey Mead Free School.

The Trust has set up a website which outlines the vision for the Free School: www.rusheymeadfreeschool.org.uk. A flyer has also been produced which has been widely distributed (Annex 3). The local newspaper, The Leicester Mercury, published an article about the Free School on 5th September 2016 (see Annex 4) and will feature an advert for the community engagement events on 30th September and 1st October 2016, alongside an online Mercury advert. An active Free School Facebook page is running and news of the planned Free School and events is being broadcast via a planned series of Tweets. At this early stage in engagement, 122 people have registered an interest or signed up for updates.

As part of the Free School application RMET is currently engaging with a range of groups in Leicester and beyond:

- Leicester primary schools – through the Leicester Primary Partnership which has circulated the electronic version of the flyer and the website link to all Leicester primary schools
- Parents and carers at the four RMET primary academies (all of which are in Leicester) – through hard copy of the flyer sent out with pupils
- Leicester secondary schools – through Leicester Education Improvement Partnership which has circulated the electronic version of the flyer and the website link to all Leicester secondary schools
- LeTS Teaching School Alliance
- Leicester City Council and councillors
- Beauchamp College (which has an approved application for a 16-19 free school with a STEM focus in Leicester)
- University of Leicester

E2 – successful engagement with parents and the local community

- De Montfort University
- National Space Centre
- Leicestershire Education Business Company (LEBC)
- Challenge Partners East Midlands South Hub

Two community engagement events for the Rushey Mead Free School will be held as follows:

- 11th October 2016, Fosse Neighbourhood Centre, LE3 5HG
- 24th October 2016, Rushey Mead Academy, LE4 7AN

In addition, there will be a Free School stand at a number of other events, e.g.:

- 29th September 2016 – Rushey Mead Academy Open Evening
- 27th October 2016 - Rushey Mead Academy Awards Evening

Further engagement is planned for October and November 2016, in particular engagement with local community and faith groups. More localised marketing and engagement such as leaflet drops and visits to local primary schools will be undertaken once the Free School location is identified.

Letters of support

RMET has received letters of support from the following organisations (see Annex 5):

The University of Leicester, in the top 20% of the Times Higher Education's World University Ranking, is very supportive of the Free School, and keen to build on the excellent relationship already established between the School of Education and the Teaching School. The Free School's academic EBacc focus is well aligned with the aspirations of the University. As part of this Free School application RMET is building on its existing partnership with the University, and on its regular outreach activity at RMA, by forging a new partnership with the University as a whole. The draft Memorandum of Understanding with the University is in Annex 6. The University of Leicester will provide a rich source of academic outreach work and enrichment for students and staff of the Free School and across the Trust. In addition, the University is currently developing a Science Park next to the National Space Centre in Leicester and is very interested in the possibility of locating a secondary school there. This park would focus on Space Science, which is a specialism of the University, and an industry which offers significant opportunities for the local area, the UK, and globally, but which currently suffers from skills shortages.

The National Space Centre runs a national KS4/5 programme called The National Space Academy, which aims to engage young people with sciences and maths, using the inspirational context of space, and which also aims to facilitate pathways into space sector careers by working with industry. The programme offers a range of

E2 – successful engagement with parents and the local community

activities which the Free School can benefit from including curriculum masterclasses, careers conferences, CPD support for science teachers and an Ogden Trust Teacher Fellow.

Leicestershire Education Business Company creates links between business and education so that young people learn about business and working life. They are keen to support the Free School with a range of services including work experience placements, information and support on apprenticeship opportunities, National Citizen Service, careers event support and a range of STEM speakers, events and competitions.

Northfield House, Willowbrook and Knighton Fields Primary Academies are all Leicester academies within RMET who confirm in their letters the challenge that many of their parents experience in finding outstanding secondary places for their children and the capacity that RMET has to provide additional choice of this type.

Braunstone Frith Primary School in Leicester confirms the need for additional school places, the capacity of RMET to provide this and RMET's contribution to local school improvement.

The Spencer Academies Trust (SAT) is a Multi Academy Trust based in Nottinghamshire, one of the first converter Academies in the country, a Leading Edge School and a co-founder with RMET of Challenge Partners. The SAT Chief Operating Officer is also a RMET Member and Trustee and SAT has worked closely with RMET, particularly in supporting the creation of RMET by sharing their expertise and experience. The two MATs are also founder members of Challenge Partners and have jointly led the East Midlands Hub.

Leicestershire Secondary SCITT is a provider of school-centered initial teacher training and is at the centre of a dynamic partnership between a large group of good and outstanding schools, mostly within the City of Leicester. The SCITT recognises RMET's ongoing commitment to growing a high quality, challenging and dynamic learning community. The SCITT expresses its commitment to provide the Trust and the Free School with an ongoing supply of high quality teachers.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Skills and experience in and through Rushey Mead Educational Trust (RMET)

There is a great deal of capacity and expertise within the Trust and also via the networks that RMET is part of. This includes:

- Primary and secondary NLEs and SLEs
- Serving primary and secondary Ofsted inspectors
- National Leader of Governance
- Trust Director of Maths and Director of MFL
- Significant experience of Rushey Mead Academy (RMA) staff supporting local secondary school improvement as part of RMA's role as a National Support School

Leicester Teaching School Alliance (LeTS)

RMA was one of the first 100 National Teaching Schools and, as such, has delivered training to thousands of school staff and governors. LeTS works with an alliance of schools across the East Midlands to deliver high quality Professional Learning, Initial Teacher Training, Leadership Development and school-to-school support. RMA staff have built up very considerable expertise through their work with the Teaching School which will be of enormous value to the Free School.

School-Centred Initial Teacher Training (SCITT)

RMA is the accredited provider for the Leicestershire Secondary SCITT. RMA is at the centre of a hub of schools with a long standing tradition of engagement in Initial Teacher Training, and is exceptionally well placed to orchestrate the training of the next generation of teachers, many of whom may be employed by the Free School.

Pre-opening phase

During the Free School pre-opening phase, RMET will use its strong finance and operations team led by the CFO, alongside the Trust's regular HR and ICT consultants, to ensure logistical and operational matters are strategically planned and managed. The Executive Team and the Board of Trustees of RMET will have overall control of the developments but will commission additional short term project management capacity from one of the Trust's regular consultants.

A Principal Designate will be appointed for the year leading up to the Free School opening. RMA senior leaders and subject leaders will be seconded part-time to work with the Principal Designate to plan and recruit staff for opening.

F1 (a) Skills and experience of your team

Principal Designate Recruitment process

RMET does not yet have a named individual as the Principal Designate and will conduct an open recruitment process for this post. Currently two Associate Principals within RMET are interested in the position. Both have significant leadership experience in more than one secondary school. One has NPQH and the other has recently been accepted to study for this qualification.

Timeline of recruitment process

The intention is to appoint the Principal Designate a year before the Free School opens.

- March 2017 – develop job description, person specification, advert and headteacher recruitment brochure.
- 3 April 2017 – advertise position
- 24 April 2017 – deadline for applications
- W/c 8 May 2017 – interviews
- 1 September 2017 - preferred candidate starts in post

Recruitment process

The job description will be based on the new standards of excellence for headteachers.

The post will be advertised through eTeach, TES, the RMET website, Challenge Partners, local press, Twitter and local education networks.

The recruitment package will include a headteacher recruitment brochure to describe the vision for the free school and how it will fit into RMET. It will emphasise the positive aspects of being part of a thriving and collaborative MAT and of being able to build on the strong academic results and supportive ethos of RMA. It will also describe the benefits that the Teaching School and SCITT (which are part of RMET) will bring to the Free School.

A competitive salary will be offered related to the size of the Free School and the experience of the successful candidate, and is expected to be in the range [REDACTED].

The recruitment process will be in a number of stages and will be held at RMA. The process will involve the RMET CEO and other members of the RMET Executive Team, RMET trustees, RMA senior leaders and other staff (as appropriate), RMA students and Teaching School senior leaders.

F1 (a) Skills and experience of your team

The process will be:

- Shortlisting – based on the application form against the person specification
- First round interviews to narrow the field down to 2 or 3 candidates, including:
 - focused panel interviews on, for example: leadership and ethos; teaching and learning; curriculum; and, management and finance
 - student panel interview
 - lesson observation with observed feedback
 - data task based on RAISEonline and other data
 - group task
 - staff question time
 - lunch with the RMA senior leadership team and other staff, RMET Executive Team and RMET trustees.
- Final interviews, including a presentation from the candidates.

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
Project management	Pre-opening team	By commissioning additional project management capacity from one of RMET's regular consultants

[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

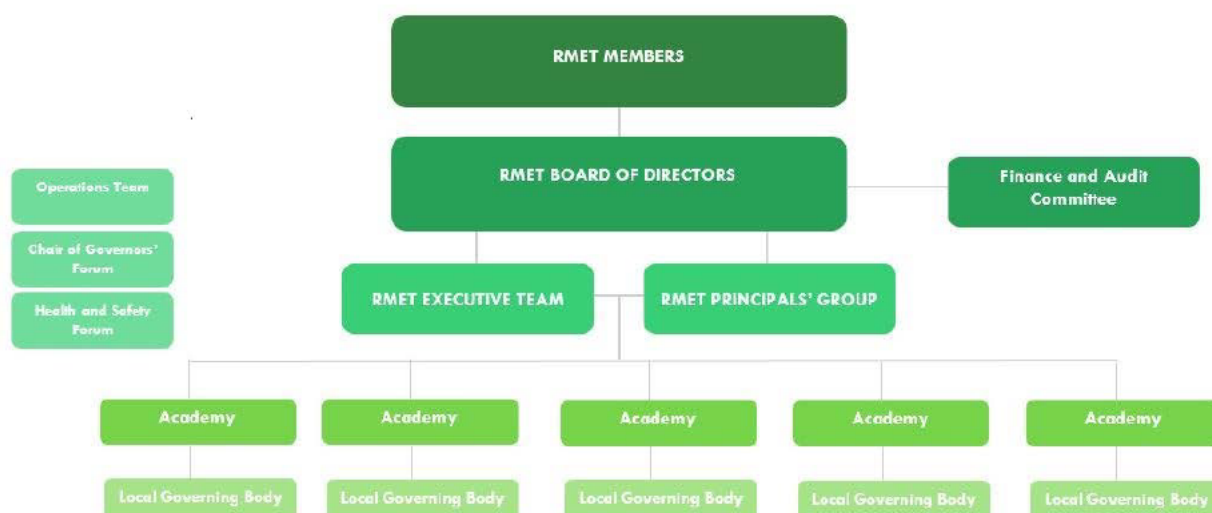
All applicants will need to complete this section in full for each school they wish to open. Please:

- 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 Free School will fit into the Rushey Mead Educational Trust (RMET) governance structure as one of the Trust academies in the following diagram. There are no changes necessary at Member and Trustee level as a result of the opening of the Free School. A local governing body will be formed for the Free School.

RMET is currently in the process of amending its Articles of Association to bring them in line with the latest DfE guidance. Once the Articles have been agreed, new Members will be appointed so that there is separation of Members and Trustees as now recommended by the DfE. The new model Articles also state that no Trust employee can be a Member so the Trust CEO will cease to be a Member. This is expected to be completed in November 2016.



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

Role of the Executive Team, Principals' Forum and Chair of Governors Forum

The RMET Executive Team is the executive management arm of the Trust, focusing on operations and the educational performance of the academies. The team operates under the leadership of the CEO and includes the Chief Finance Officer, Head of Governance, Secondary Partnership Lead, Primary Partnership Lead and Director of Leicester Teaching School. The Executive Team works directly with the Principals' Forum, staff in each academy and the Local Governing Bodies to ensure that the required outcomes are achieved in accordance with the direction and vision of the Trust Board.

All RMET principals meet fortnightly in the Principals' Forum to support and challenge practice across the academies. The Forum makes recommendations and suggests developments to the Executive Team through the Secondary and Primary Partnership Leads.

The Chair of Governors' Forum meets termly and provides an opportunity for the Head of Governance to engage with the chairs from all the academies, and from the Trust Board, to work towards achieving outstanding governance across the Trust.

Conflicts of interest

There are currently no conflicts of interest. To ensure that any conflicts of interest that may arise in the future are identified, all Trustees on the RMET Board and Governors on the Local Governing Bodies are required to complete an annual register of business interests in accordance with the EFA Academies Financial Handbook 2016. In addition, 'Declaration of Interests' is a standing item at the start of each meeting of the Trust Board and Local Governing Bodies. Business interests are published on the RMET and academy websites in line with DfE guidance.

RMET follows the requirements of the EFA Academies Financial Handbook 2016 to ensure that the principles for managing connected party transactions are applied across the Trust. RMET pays no more than 'cost' for goods or services provided to it by individuals or organisations connected to the Trust. RMET maintains sufficient records, and makes sufficient disclosures in Trust annual accounts, to evidence that transactions with these parties, and all other connected parties, have been conducted in accordance with the high standards of accountability and transparency required within the public sector.

Holding the Board of Trustees to account

Through Challenge Partners there is a developing MAT peer review process which will be added to the existing RMET school review process. This will focus on MAT governance and accountability and will provide rigorous challenge to RMET. The

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

RMET Articles of Association give the power to Members to remove Trustees they have appointed.

Regional Schools Commissioner’s letter of capacity

The Trust has received the following letter from the Regional Schools Commissioner confirming its capability and capacity to open this new Free School:



Department
for Education

Academies Regional Delivery Group
East Midlands and the Humber
Level 6, St Pauls Place
125 Norfolk Street
Sheffield
S1 2FJ

Tel: 0114 2742288

Email: [REDACTED]

18 July 2016

[REDACTED]

Rushey Mead School
Melton Road
Leicester
LE4 7AN

Re: Rushey Mead – Free School Capacity

Dear [REDACTED]

I welcomed last week's opportunity to discuss your proposal for a mainstream 11-16 free school in Leicester.

As a result of our conversation I am happy to confirm that I believe you have the capacity to apply for:

- A mainstream, 11-16 free school in Leicester.

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

If you have any further questions or would like to discuss please do not hesitate to contact my office.

Yours sincerely

[REDACTED]

[REDACTED]

Regional Schools Commissioner East Midlands and the Humber

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

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

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

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

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

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

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

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

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

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

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

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

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

RMET is a Type 4 applicant so the finance spreadsheet is not required at this stage, however an initial spreadsheet is submitted and will be worked on in more detail before the DfE interview.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

ANNEX 2 – Letter from LA to confirm shortfall in places

Please ask for: [REDACTED]
Direct Line: [REDACTED]
Email: [REDACTED]
Our Ref: IB/sh/2558b
Date: 23rd September 2016



[REDACTED]
[REDACTED]
Rushey Mead Academy
Melton Road
Leicester
LE4 7AN

[REDACTED]

Dear [REDACTED]

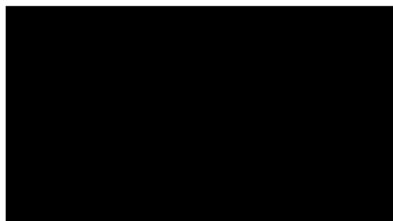
Free School Application

Leicester City Council can confirm that the secondary age population in Leicester is increasing and is rapidly outstripping the capacity of the current secondary school infrastructure. The local authority forecasts (as submitted in the School Capacity Return – SCAP 2015) indicate a shortfall of 1093 Year 7 places in 2021/22 academic year against current capacity. This is the equivalent of 4/5 new secondary schools. Even if the current plans to extend capacity in existing schools materialise, there will still be a shortfall of Year 7 places.

The additional capacity that your application proposes would support the local authority in its duty to provide sufficient school places.

We hope and expect that the trustees of the new school continue to contribute to the partnership approach between the local authority and schools that has resulted recently in the quality of provision and outcomes for young people in the City improving significantly.

Yours sincerely



Interim Director of Learning

EDUCATION AND CHILDREN'S SERVICES DEPARTMENT
City Hall, 115 Charles Street, Leicester LE1 1FZ.
Tel: (0116) 454 1000 www.leicester.gov.uk

ANNEX 3 – Free School flyer text

Rushey Mead Free School

Rushey Mead Educational Trust is preparing an application to open a new secondary school (11 to 16 years old) in Leicester.

Why does Leicester need more schools?

Leicester has a rising secondary pupil population and will need a projected additional 6000 secondary places by 2021/22. Expansion of existing secondary schools will provide some of these places but the Local Authority forecasts that the city will need at least two new schools. The Local Authority is no longer able to open new schools themselves but other groups can apply to open free schools where there is a need for them.

What are free schools?

Free schools are funded by the government but are not run by the local council. Like academies they have more control over how they do things. They are ‘all-ability’ schools, so cannot use academic selection processes like grammar schools. Free schools are run on a not-for-profit basis and can be set up by groups such as charities, universities, independent schools, community and faith groups, teachers, parents and businesses.

What is the process to open a free school?

We are preparing an application to submit to the Department of Education by late September 2016 and expect to hear the outcome in spring 2017. If we get the go ahead then there will be a lot of further work to secure a site for the school and to do the detailed planning to open in 2018/19. Engaging with the community and prospective parents is a major part of the process.

Why Rushey Mead Educational Trust?

Our proposed free school will be an academy within Rushey Mead Educational Trust, a growing partnership of primary and secondary schools which includes the Leicester Teaching School Alliance. The Trust provides its academies with access to a world-class education network and excellent school-to-school support.

The free school will be based on the model of Rushey Mead Academy, the highly successful 11 to 16 Leicester academy with a strong track record in leadership, teaching and delivering outstanding outcomes for pupils. The Academy has experience of working with other schools to support significant improvements. Many Rushey Mead Academy staff will have an input to the free school by working there full or part time or by mentoring free school staff.

Want to find out more?

Please visit www.rusheymeadfreeschool.org.uk where you can register your interest and sign up for updates.

You are also welcome to attend one of our initial community information evenings:

Tuesday 11th October 2016

Fosse Neighbourhood Centre, Mantle Road, Leicester, LE3 5HG

6.00pm -7.00pm and 7.00pm - 8.00pm

Monday 24th October 2016

Rushey Mead Academy, Melton Road, Leicester LE4 7AN

6.00pm -7.00pm and 7.00pm - 8.00pm

ANNEX 4 – Leicester Mercury cutting 5th September 2016

■ Three applying to Department of Education for city establishments

Free schools bids to 'ease shortfalls in secondaries'

Several organisations are set to put in bids for free schools in Leicester due to a predicted shortfall of places.

Rushey Mead Educational Trust (RMET), Babington Community College, in Beaumont Leys, and the West Midlands Academy Trust, run by a former super head in the city, have confirmed they will be applying to the Department for Education to open free schools close to the city centre, where demand is greatest.

Madani School, in Evington, is also believed to be submitting an application, but has not officially confirmed its interest in doing so to the Mercury.

Free schools can be set up by parents, charities and faith groups.

They do not have to follow the

BY **FIONA DRYDEN**
Education Correspondent

national curriculum but must provide a broad and balanced education.

Should permission be granted, the school or schools would open their doors to pupils in September 2018.

Carolyn Robson, chief executive of RMET—which includes Rushey Mead Academy – and Denise Newsome, head of Babington, say they are committed to finding “local solutions” to any educational issues that arise in the city and feel that it is “imperative that any new schools are modelled on already successful schools in Leicester”.

Both are currently rated “outstanding” by Ofsted.

RMET’s proposal is for an 11-16 secondary, with a strong academic model and EBacc emphasis, providing opportunities for disadvantaged youngsters.

Babington’s proposal is also for an 11-16 secondary, with a focus on vocational education.

David Kershaw is chief executive of the West Midlands Academies Trust and a former “super head” of New College and Fullhurst Community College, both of which he helped lift out of special measures.

He said: “Our intention is to bid for a mixed three to 18 school, which will be for all denominations or none.

“We’ve done our homework and we know there’s a need for more schools like this in Leicester.”

“We firmly believe we can



EXPERTS: Free school bids are to be led by, from the top, Carolyn Robson, Denise Newsome and David Kershaw

CROWDED: There is a predicted need for more secondary education places in Leicester in the not-too-distant future

make a positive contribution and believe the trust can provide outstanding educational opportunities.

“I’m a successful educationalist and the trust has two outstanding heads on board with us. This isn’t about competing with other schools, it’s about fulfilling a need.”

Beauchamp College, in Oadby, recently announced its hope to create three free schools in Aylestone, Braunstone, and Evington, and consultations on this are due to get underway shortly.

In addition, leaders behind Leicester’s first Hindu primary – Krishna Avanti –

have applied to open an all-through school in the north-east of the city, taking pupils from five to 19.

De Montfort University was thought to be yet another interested in a free school, but a spokesman said: “We do not intend to submit an application at present.”

‘Important not to destabilise schools’

EDUCATION bosses at the city council have already created extra places in the primary sector over the past few years to cope with increased demand.

Now they say more needs to be done in the secondary sector as pupils work their way through.

Feasibility studies have been carried out to see if any of the city’s secondaries can expand.

Councillor Sarah Russell said: “We have been informed by some organisations wishing to submit applications to open a free school.

“Our main concern is that we wouldn’t want

to destabilise existing schools and so any application has to be well thought through and any places that are created must be of good quality.

“We welcome applications from those schools with a record of partnership and history of helping others in Leicester.”



STUDY: Sarah Russell

ANNEX 5 – Letters of support



16 September 2016

Vice-Chancellor's Office

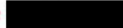
University of Leicester
Fielding Johnson Building
University Road
Leicester LE1 7RH
UK




Rushey Mead Educational Trust
Rushey Mead Academy
Melton Road
Leicester
LE4 7AN



t +44 (0)116 252 2322

e 

Dear 

I am writing to confirm our support for the Leicester City free school bid by Rushey Mead Educational Trust (RMET) for an 11-16 secondary school. We are fully aware of the need for additional school places in the city and believe that replicating existing outstanding practice through Rushey Mead Academy will make a significant contribution to meeting this need. RMET is very well placed to replicate its existing curriculum model and ethos and has the capacity and expertise to successfully carry the vision into reality.

As you know, the University of Leicester vigorously pursues an agenda of social responsibility and social mobility, and we have an unyielding commitment to wider participation in higher education. We take great pride in the strength of our learning culture and in the passion for excellence that informs our teaching and our support for students. We will do everything we can to enable the access and success of any student whose potential would best be developed by our approach. Through our Schools and Colleges Partnerships we are building the most effective possible links between schools, colleges and our University and we are therefore pleased to be working with the RMET and to be supporting your bid for a new free school in the city.

Yours sincerely,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke.



President and Vice-Chancellor



NATIONAL
SPACE ACADEMY

23rd September 2016

Dear [REDACTED]

I am writing to inform you that the National Space Academy would be delighted to work with the proposed Rushey Mead Free School. As discussed with your colleague, [REDACTED] we would be able to offer our programmes of curriculum masterclasses for students and CPD support for science teachers, which you can read about in more detail on our website (nationalspaceacademy.org), where you will also find the associated costs and any bursary offers available.

Another way we could work with the proposed school would be our annual careers conferences for secondary students, which are held in the summer and autumn terms and are free to attend. We can also offer the support of our Ogden Teacher Fellow, who has just started to work with physics teachers in the East Midlands, particularly Leicester.

We would also be open to exploring new avenues for working together as the bid to develop the school progresses.

I hope your application to develop the free school is successful and I look forward to hearing from you soon.

Kind regards,

[REDACTED]

[REDACTED]

Exploration Drive, Leicester LE4 5NS
T: 0116 258 2147 E: nsa@spacecentre.co.uk W: www.nationalspaceacademy.org

13 September 2016

[REDACTED]
Rushey Mead Educational Trust
Rushey Mead Academy
Melton Road
Leicester
LE4 7AN.

Dear [REDACTED]

I am delighted to support your application to set up a free school in Leicester. Leicestershire Education Business Company has enjoyed a strong link with Rushey Mead School over the past 25 years, it has been such a pleasure to work with the staff who are very focused on what they wish to achieve for students. On many occasions employers have commented on the professionalism which they observe at Rushey Mead Educational Trust as they feel really well looked after when they give up their time to speak to students. They are always keen to return to address well prepared and enthusiastic students. This is such a strength of the Trust.

Through our partnership we are able to set up opportunities for students so that they are inspired by people who they meet from the business community. This helps them to raise their ambition and aspiration which is so important to the City and County's economy. If your bid for a free school is successful, the types of opportunities which I envisage that we could set up are as follows:

- Structured work experience placements for students who will benefit from this independent experience, to build skills and confidence, to provide a context for a vocational course of study or to explore a sector area of interest.
- Information on apprenticeship opportunities and support to students who wish to make applications, including the opportunities to study to degree equivalent. It is a young people's market at the moment, as employers seek to recruit young talent to develop them into 'brand fit' members of the workforce, who will show loyalty and commitment in return for structured training, a chance to gain transferable skills and earn a wage.
- Access to speakers from Science, Technology, Engineering, Maths professions who can promote the career pathways which they took and highlight why they like working in these fields. There will also be the chance to take part in events and competitions which are offered by the professional associations.



INVESTOR IN PEOPLE

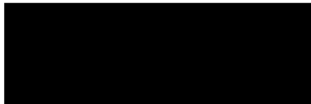
Company No. 02775469
Registered Charity No. 1016744

30 Frog Island
Off North Bridge Place
Leicester LE3 5AG
T 0116 240 7000
F 0116 240 7001
E contactus@leics-ebc.org.uk
W www.leics-ebc.org.uk
Twitter: @LeicesterEBC

- Assembly and lunchtime talks to sign up students for the National Citizen Service. Relative to other city schools, you have had high numbers of students in year 11 take part in this programme which enables them to learn more about their place in society, to build their skills and confidence, make new friends and network with organisations, including businesses.
- Attendance at careers evenings to advise students and their parents about opportunities which are on offer in Leicestershire's vibrant economy.

I sincerely wish you the very best with your application and look forward to working with you during this new academic year.

Yours sincerely





NORTHFIELD HOUSE
Primary Academy

Northfield House Primary Academy
Northfield Road | Leicester | LE4 9DL
t. 0116 276 7761
w. www.northfieldhouseprimary.co.uk



Tuesday 13th September 2016

Dear [REDACTED],

I am writing in support of the proposed free school application which would be an academy within Rushey Mead Educational Trust.

Many of our parents are unable to secure outstanding secondary school places for their children. They would very much welcome the additional choice of more outstanding secondary places in Leicester City.

Rushey Mead Education Trust has an established programme of school improvement work not just with Northfield House Academy but with schools from all over the city. Alongside the Teaching School and Rushey Mead Academy I believe RMET to be excellently placed to provide a new school - giving more children access to a world-class education network and giving school leaders excellent school-to-school support.

Kindest regards,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]



Willowbrook Primary Academy
Roborough Green | Leicester | LE5 2NA
t. 0116 241 3756
w. www.willowbrook-rmet.org.uk



15th September 2016

Dear

On behalf of Willowbrook Primary Academy I would like to express my support of the proposed free school application which would be an academy within Rushey Mead Educational Trust.

Parents/carers of children at Willowbrook Primary Academy would certainly welcome additional outstanding secondary provision similar to Rushey Mead Academy. Securing a place in an outstanding secondary school is an ongoing concern for our parents and there is certainly a need, and want, for such provision.

I see this as an exciting and much needed development within RMET that will benefit many pupils within Leicester City.

Yours sincerely,



Willowbrook Primary Academy

Roborough Green | Thurnby Lodge | Leicester | LE5 2NA

t. 0116 241 3756

www.willowbrook-rmet.org.uk



Knighton Fields Primary Academy
Knighton Fields Road West
Leicester | LE2 6LG
t. 0116 233 0666



Date: 28-07-2016

Our Ref: Support of proposal

Dear 

On behalf of Knighton Fields Primary Academy, I would like to express my support of the proposed free school application of an academy within Rushey Mead Educational Trust.

With first choice secondary places becoming harder to secure, I feel that parents/carers of children at Knighton Fields Primary Academy would welcome additional choice of outstanding secondary provision similar to that offered by Rushey Mead Academy. Securing a place in an outstanding secondary school is an ongoing concern for our parents and there is certainly a need, and want, for such provision.

Using the support offered by RMET to Knighton Fields Primary Academy as a basis, I feel that RMET are in a position to further support and continue the aspirational and academic work started within Leicester primary schools. Furthermore, I believe the RMET ethos will equip pupils with the foundations to be successful in the next stages of education, employment or training.

Should you require any further information, please feel free to contact me directly. Yours sincerely,



Knighton Fields Primary Academy



Braunstone Frith
Primary School

Cuffling Drive
Leicester
LE3 6NF

Tel: 0116 2872487

Fax: 0116 2874020

Email: office@braunstonefrith.leicester.sch.uk

Dear [REDACTED]

Letter of Support for Rushey Mead Educational Trust Free School

On behalf of Braunstone Frith Primary School, I would like to offer support to Rushey Mead Educational Trust (RMET) in your free school application. We acknowledge the need for new schools in the city and think that RMET, with its outstanding flagship school, Rushey Mead Academy, would offer an excellent solution to the support and demand requirements.

RMET, of which includes the Challenge Partners Hub, Teaching School and SCITT, has been important to school improvement locally and believe that RMET would continue to offer local support through its free school.

Yours sincerely [REDACTED]



The Spencer Academies Trust

Registered Office
Arthur Mee Road
Stapleford
Nottingham
NG9 7EW

info@george-spencer.notts.sch.uk
www.satrust.com
Tel 0115 9170100

[REDACTED]
Rushey Mead Educational Trust
Rushey Mead Academy
Melton Road
Leicester
LE4 7AN

15 September 2016

Dear [REDACTED]

I am writing to confirm that The Spencer Academies Trust supports the free school application in Leicester by Rushey Mead Educational Trust (RMET). The two MATs, Rushey Mead Educational Trust and The Spencer Academies Trust, work closely together and [REDACTED]

We recognise both the need for additional school places in Leicester and the successful track record of Rushey Mead Academy, which will underpin the new school.

RMET is very well placed to replicate its existing curriculum model and ethos and has the capacity and expertise to successfully carry the vision into reality.

Yours sincerely

[REDACTED]

[REDACTED]





ManagerSCITT@rusheymead-sec.leicester.sch.uk
AdminSCITT@rusheymead-sec.leicester.sch.uk

Tel: 0116 268 9734/36

September 2016

On behalf of the Leicester Secondary SCITT, I am writing to offer our full support to Rushey Mead Educational Trust's Free School bid.

As a school based provider of ITT, we have been operational for four years working out of the Teaching School based at Rushey Mead Academy and Educational Trust. The trust takes very seriously its commitment supporting the work of the Teaching School and SCITT, and the high quality, purpose built training facilities we operate out of are a testimony to this commitment and a mirror of the standards the Trust expects for all its partners.

Since our inception, the SCITT's mission has been to provide high quality teachers to Leicester and Leicestershire schools who will in turn contribute to raising the standard of teaching and learning for all young people served by these schools. At a time of unprecedented increases in secondary school populations across the city and county, which current school infrastructure and staffing will struggle to meet, the SCITT's mission has never been more imperative.

To date the SCITT has trained and qualified 88 secondary school teachers across 11 subjects and it is hugely pleasing that 88% of these are now teaching in our local schools. With a very successful Ofsted inspection behind us and a growing reputation for producing high quality teachers, local heads are now actively seeking to recruit our trainees. Rita Hindocha, Principal at Rushey Mead Academy said "We have been delighted with each of the Leicestershire Secondary SCITT Trainees we have employed. Without exception, they have shown high levels of subject knowledge, excellent behaviour management skills and quickly built a rapport with our community of staff, students and parents. Our students are very lucky to have such caring and dedicated teachers and tutors. I look forward to them becoming leaders in their fields to extend their impact even more widely."

In submitting its bid to open a Free School within Leicester, the Trust is demonstrating its ongoing commitment to growing a high quality, challenging and dynamic learning community in which the life chances of a growing population of children and young people are gratefully enhanced. For its part the SCITT is totally committed and ideally placed to provide the Trust an ongoing supply of high quality teachers. Teachers are of course the greatest asset of any school so surely those trained and nurtured within the context of the community they will serve, are best placed to ensure each pupil within the Free School reach and fulfil their potential.

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

ANNEX 6 – Draft Memorandum of Understanding between University of Leicester and RME



University of Leicester- Rushey Mead Educational Trust Memorandum of Understanding

Introduction

1. This is a memorandum of understanding between the University of Leicester ('the University') and Rushey Mead Educational Trust ('the Trust'), to support a mutually beneficial partnership to support the progression of students into higher education, and the training and development of teachers and other staff members. It outlines the intentions of each party with reference to the partnership without forming a legally binding agreement.
2. At the time of signing this MoU, the Trust includes five academies (one secondary and four primary) and is applying to open a new 11-16 school in Leicester City during the years 2018 and 2019; this application is supported by the University of Leicester.

Length of Partnership

3. It is intended that the partnership will operate in broadly the agreed form for a period of three years, with options to extend further, beginning in the academic year 2016/17.
4. Either party may end the agreement by informing the other party of their intentions in writing, giving three months' notice.

Commitment of the University

The University will aim to provide the following for the academies within the Trust:

5. Priority booking for Information, Advice and Guidance sessions for transition to Higher Education, provided that the programme of sessions is discussed with the University by the end of November in the given academic year.
6. Priority access to subject-based lectures – it is intended a range of lectures will be delivered per year at the academies and the University.
7. Updates on University outreach and teacher CPD opportunities at primary and secondary level
8. Discount of 10% on fees for individual bookings for CPD+ courses offered by the University of Leicester's School of Education.
9. Discount of 20% on fees for group bookings of 5 or more on the same invoice for CPD+ courses offered by the University of Leicester's School of Education.
10. Make facilities available for student celebration and award ceremonies.
11. Work in partnership with the Trust to develop an academic literacy programme focused on Key Stage 4 – Sixth Form transition
12. Nominate a suitable Director to sit on the board of the Trust.

13. Nominate a suitable staff member to sit on the local governing body of any new Trust school in Leicester City.

Commitment of the Trust

The Trust will aim to support the partnership in the following ways:

14. It will aim to participate in at least five activities with the University per year, at mutually agreed times, including information advice and guidance (IAG), lectures, CPD, or another Trust organised careers convention, HE Fair or parents' evenings.
15. It will encourage its academies to participate in a range of primary and secondary workshops, projects and visits.
16. It will display an official partnership plaque in a prominent position within the academies in the Trust in order to promote its affiliation with the University.
17. When booked to attend partnership activities, the academies in the Trust will be compliant with the University's cancellation policy.
18. Provide an opportunity to the University to have both director and local governor representation (skills led).

Use of name and logo

19. The Trust will be permitted to make use of the name of the University of Leicester and its logo on the websites of the Trust and of academies in the Trust as well as in printed publications and communications for the purpose of publicising the partnership, subject to advance approval regarding the specific placement of the logo.
20. The University will be permitted to make use of the name of the Trust and the academies in the Trust on the University website and in printed publications and communications for the purpose of publicising the partnership.



Department
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