



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

**SPONNE SCHOOL DAVENTRY**

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# The application form explained

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

## Sections

### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

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

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

### **Submitting Section I**

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

## **Data protection**

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

## Application checklist

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

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

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

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

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



## Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (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:** 23/09/16

**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**

Our vision for this proposed new free school is simple: to create a school for secondary aged students (including those in the sixth form) where all of them can achieve highly, both educationally, morally and socially. We believe that young people in the Daventry area deserve to have access to the highest quality provision that will enable them to achieve at the highest levels to help prepare them for their future lives.

We want to set up this school so that it is similar in provision, aspirations, quality of teaching and leadership and structures to Sponne School in Towcester. We know that there is an urgent need for this type of very high quality provision that is largely 'academic' in its approach. Current secondary provision in this area has a long history of 'failure' with the two secondary schools frequently being judged to be inadequate by Ofsted over many years. The recent introduction of a UTC in the area has struggled to improve poor educational outcomes for students aged 16 and has contributed to the low standards.

These students and their families deserve better. There is no reason why students living in the Daventry area cannot achieve well and we believe taking the highly successful model developed at Sponne School in Towcester will bring high quality academic education to this town and the surrounding area.

The key features of the school will include a largely academic curriculum with very high expectations of what students can achieve. The curriculum will reflect that offered at Sponne School in Towcester (a larger than average Ofsted 'outstanding' 11-18 comprehensive school): at KS3 (Years 7 & 8) this will include all the national curriculum subjects plus drama and PSHE with a focus on citizenship and careers education. At KS4 (which will be for Years 9-11), students will choose some courses but the majority of time will be focused on English, mathematics, science (single triple for many and at least double for all), ICT, PE and RE. The optional choices will largely be academic GCSE courses such as History, Geography, French and German but will

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

include plenty of opportunities to develop in the arts through music, art and drama. A wide range of largely academic A level courses will be offered to students in the Sixth Form. Sponne School Towcester has dual specialisms of music and science and this will be replicated at the Daventry site.

The school will be for secondary aged students, that is, 11-18. The Sixth Form will be an integral part of the academy and necessary for its success for several reasons: firstly, Sixth Form students provide one of the best role models opportunities for younger students to learn from. These students attend school by choice and have reflected sufficiently to demonstrate a real desire to study further and deeper as they extend their learning. Secondly, our research suggests that parents value more highly a secondary school that has a sixth form compared to one that is without one thus providing a marketing aspect to help secure student numbers in Year 7 in particular. Thirdly, there is a message from government and wider society that formal learning continues at least up to age 18 for all. Year 7 students starting their learning journey at Sponne School Daventry need to know that they are in learning for seven years at this academy. Forthly, current post-16 provision in Daventry is more narrow than at Sponne School Towcester and if students are meeting high academic outcomes in Year 11 then they will want to continue their A level studies in a wide range of subjects, some of which are likely to be provided jointly with Sponne School Towcester and other local schools in the MAT.

The school will have high expectations of all connected with it: trustees, leaders, staff, parents and students. This recipe has been tried and tested at Sponne Towcester and has demonstrated that it is a critical part of developing a high expectation culture when students have a 'can do' attitude towards their learning and development.

Towcester Learning Trust has only just come into existence but is already working with Sponne School Towcester (at its core, the MAT has evolved from Sponne School governing body) and taken on Elizabeth Woodville School (Ofsted 'good'), a split site secondary school in Northamptonshire (delayed for legal reasons but due to occur in October or November 2016). We are working towards developing our primary arm of the MAT with Wootton Primary School joining us in January 2017 to not only develop and improve even further its provision and outcomes but to take a lead on our primary school development of the MAT. Wootton is a high performing 'good' school that has many outstanding qualities and has good capacity for undertaking on this role in the future.

Over the next three to five years, the Trust plans to expand to include between four and six secondary schools and between six and nine primaries. These numbers will largely be determined by the level of risk of each setting and the likely challenge of improvement. The vision is that all academies in the MAT will be geographically close

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

to each other and certainly within a 45 minute drive. Sponne School Towcester and Daventry is around a 20 minute drive. We aim to have our primary schools in clusters of three and to be geographically close to a secondary academy in the MAT so that greater impact can be made on outcomes for cohorts of pupils from when they begin in primary to when they leave secondary. We have been invited to talk to quite a few governing bodies and headteachers in both primary and secondary schools in our local area with a view to joining our MAT in the future.

The proposed new free school, Sponne School Daventry, will follow a similar model to Sponne School Towcester and so will enable our vision of providing high quality learning match with very high quality outcomes to be delivered. There are no planned changes to our vision as a result of this proposed new school.

We have already had to consider and plan for how we can secure the same high level of outcomes at Sponne School Towcester when we expand and other schools join us. Trustees consider that sharing of existing staff is paramount in driving up standards in existing schools that join us or, in the case of this new free school, establishing the highest expectations and quality of teaching and leadership from the start. We have a very good track record of supporting other schools through formal 'school to school support' (S2SS) strategies including with our Executive Headteacher and CEO of the MAT who has been seconded to a similar role to Grace Academy Trust in the West Midlands for the past two years. This has demonstrated that not only have standards increased in all three Grace Academy settings (secondary schools, 11-18) but that standards have remained very high at Sponne.

We have a track record of managing the finances of this so as to maximise impact, frequently with less funds. Financial security is absolutely key to ensuring the academies are viable but also to ensure that the best staff can be appointed to help provide outstanding learning opportunities leading to outstanding outcomes for all.

We have seen the benefits of S2SS work with staff at Sponne School Towcester in terms of their own professional development as well as the contribution they make to helping to raise standards and achievement in other schools. It is a motivating factor for many of our staff and it helps them to 'raise their game' further since most schools will have a strength that can be shared with our staff that may require nurturing but may well be a gem.

We led a mathematics project in the summer of 2016 across the schools we have worked with through S2SS work. All Year 10 students in these schools sat two common new specification mathematics papers that were marked and then moderated. This provided an excellent raising of the expectation regarding this new specification and an 'external' validation of students learning in mathematics across a wide spectrum

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

of schools. Joint planning for improvement has since been put in place and this is being carefully monitored by us. This is an example of very low financial cost 'MAT style' working that helps to equip teachers and leaders with higher levels of understanding and then diagnose strategies through effective planning for future improvement. This collaborative approach is a hallmark of our strategic planning for improvement and has been very effective over the past few years.

## 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    |  | 150  | 150  | 150  | 150  | 150  |      |      |
| Year 8    |  |      | 150  | 150  | 150  | 150  |      |      |
| Year 9    |  |      |      | 150  | 150  | 150  |      |      |
| Year 10   |  |      |      |      | 150  | 150  |      |      |
| Year 11   |  |      |      |      |      | 150  |      |      |
| Year 12   |  | 75   | 75   | 75   | 75   | 75   |      |      |
| Year 13   |  |      | 75   | 75   | 75   | 75   |      |      |
| Totals    |  | 225  | 450  | 600  | 750  | 900  |      |      |

## Section D – education plan: part 2

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

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

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

| Subject/other activity   | Hours per week | Mandatory/ Voluntary | Comments  |
|--|----------------|----------------------|---|
| KS3 (Y7-8):<br>En/Ma/Sci/MFL/<br>Gg/Hi/RE/DT/IT/PE/<br>Ar/Mu/Dr/PSHE                             | 25             | Mandatory            | Over 2 weeks:<br>En/Ma/Sc – 6 lessons each<br>PE/MFL/DT – 5 lessons<br>Gg/Hi – 3 lessons each<br>Ar/Mu/Dr/RE/IT – 2 lessons each<br>PSHE – 1 lesson   |
| KS4 (Y9-11) Core:<br>En/Ma/Sc/PE/IT/RE/<br>PSHE  | 17             | Mandatory            | Over 2 weeks:<br>En/Sc (at least double for all) – 9 lessons<br>Ma – 8 lessons<br>PE – 4, IT – 2, RE/PSHE – 1   |
| KS4 (Y9-11) Option:<br>Choose 1 subject<br>from 4 option<br>columns                              | 8              | Mandatory            | Option choices are focussed around EBacc, mostly academic GCSE (eg. Bus St, Mu, Ar, Pd, Gg, Hi, Fr, Ge, Comp, with some vocational qualifications (Sport, Bus) – each course 4 lessons over 2 weeks |
| Sixth Form:<br>Choose 4 A levels (3<br>for some) from 5<br>option columns.<br>Provision for GCSE | 20             | Mandatory            | A level qualifications largely academic including:<br>En/Ma/Ph/Ch/Bi/Hi/Gg/RE/PE/BS/<br>DT/Py/So/IT.<br><br>Limited vocational offer similar to   |



|                               |  |  |   |
|-------------------------------|--|--|---|
| En/Ma for those that need it. |  |  | Applied A levels – details currently unknown but likely to be Bus and sport related |
| Enhancement & PSHE            |  |  |   |
|                               |  |  |   |

[Add more lines as appropriate]

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

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

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

**Sponne School Towcester**

NoR: 1370

EAL: 1%

FSM: 5%

DS: 11%

**Sponne School Daventry**

Daventry is part of the South Northamptonshire Council region and has a very similar demographic to Towcester. However, the two secondary schools and the UTC in the town have a slightly more skewed profile since many parents choose to send their children to private schools or into the grammar school system across the county border into Warwickshire.

Our research suggests that many of these parents would return into the comprehensive state sector in Daventry if a school like the one we are proposing existed. They have moved away from the current provision due to a long history of poor outcomes at secondary level.

In view of this, we are not proposing to make major changes to the curriculum of structure of the academy but will need to be very mindful of the specific needs of the individual students when this becomes known. For example, if a large proportion arrive in Year 7 who require 'catch-up' in either English or mathematics or both then appropriate provision to meet these needs would be put in place through appropriate grouping and setting arrangements along with targeted support and intervention where appropriate. The labour market is essentially the same as for Towcester and given the

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

existing provision in Daventry that has a more vocational slant, there are no plans to adjust the curriculum. We need to ensure that more children are prepared for higher education and careers that require a high level of academic study and as such, this proposed free school will begin to fill the vacuum that is currently inherent in the provision in Daventry.

The new school will draw many of its staff from our existing school(s) including leadership. This will ensure that there is consistency in the approach to high quality teaching and the impact on learning for all students. Several staff at Sponne School Towcester live in the Daventry area and would be well placed to lead key faculties in the new free school thus providing a very high standard of leadership focused on teaching and its impact on students' learning.

We are planning to replicate the length and timings of the school day from Towcester to Daventry (start 8.45am, core finishes at 3.05pm). Enhancement is then until 4.30pm for most events including music rehearsals (Brass Band, Strings, Concert Band, Choirs, etc), curriculum enrichment (in all curriculum areas) and sporting activities (full range of events for both boys and girls and often until 6pm).

### **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**

We will be replicating the existing best practice from Sponne School Towcester to Daventry regarding measuring and assessing student performance as well as setting challenging targets.

These systems are well developed and have helped to lead to high outcomes over many years. As such, we are keen to replicate these with minimal changes and only when required due to national changes for example, move to two-year linear A level courses means data collection timing and the nature of the information is different to when students were working towards AS at the end of Year 12. Year 7 students will be set challenging GCSE targets at the beginning of their learning journey with us and

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

regularly assessed and monitored to ensure these are at least being met and frequently exceeded. This may need further refining as the recent changes in KS2 testing and GCSE grading system become more clear but this will be relevant to both Towcester and Daventry along with any other secondary schools in our MAT.

Behaviour consistency will be established through having adopted policies from Sponne School Towcester that sharply focus on clear expectations, rewards and sanctions procedures. Overall, the high expectation that all students will demonstrate excellent conduct at all times will be modelled by all staff. In particular, the uniform will be similar to Sponne School Towcester – blazers and ties etc for all Y7-11 and business wear for Sixth Form. The reward system will seek to motivate students through genuinely recognising success by adhering to school routines including good attendance, wearing correct uniform, completing homework. In addition to this, rewards are for progress-related activities such as reaching challenging targets along with effort and perseverance in their work. Sanctions should be seen as occurring rarely but will begin with reminders (verbal and non-verbal), up to more formal consequences such as detentions and even exclusion. Students will be involved in helping to shape these rules but both rewards and sanctions will be very clearly articulated and practised consistently by all staff.

The key here is to use our established clear policies that are concise and straightforward for adults, students and the parents to use. Regular, clear communication about procedures and expectations from leaders is paramount and then close monitoring and ensuring consistent approaches are being applied.

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

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

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

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

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

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

**Leadership Organogram**

Key:

CEO = Chief Executive Officer/Executive Headteacher

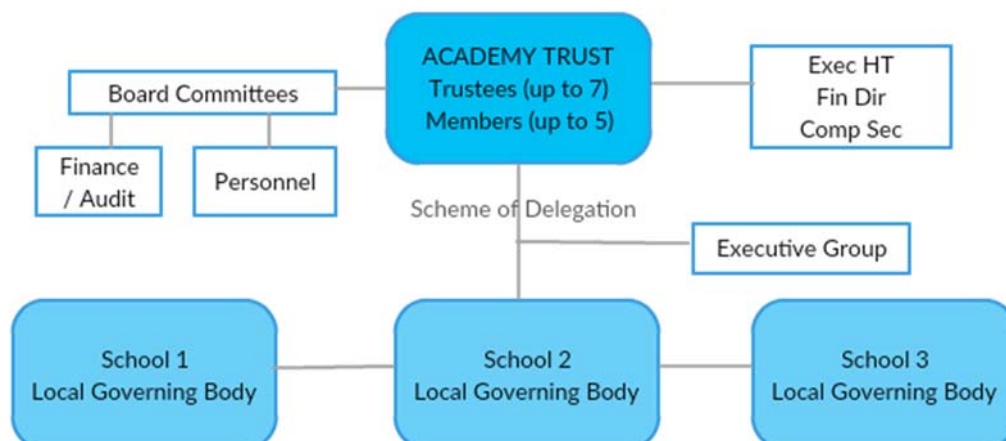
CFO – Chief Finance Officer

Head of School = Principal/Headteacher

FLL = Faculty Learning Leader (Head of Faculty)

PLL = Progress Learning Leader (Head of Year, focus on progress)

**MAT Governance Structure**



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

The structure above will be achieved when the school is fully open. Below are our plans for the growth in leaders and staff. Accountability will remain key from the start.

| <b>Academic Year</b> | <b>Leadership</b>  | <b>Middle Leadership</b>  | <b>Teaching Staff</b>  | <b>Support Staff</b>  | <b>Total Curriculum hours required over 2 weeks</b>                     |
|----------------------|--|---|--|---|---|
| 2018-19              | CEO (reporting to Board)<br>Head of School<br>2 Assistant Headteacher                | FLLs in En, Ma, Sc, SENCO<br>2 other FLL<br>PLL Y7 & Y12                    | Additional teachers to ensure sufficient coverage to meet curriculum demand (around 2 more)  | Bus Manager<br>Finance officer<br>Admin staff<br>Exams/Data<br>Site Staff | 265 – Y7<br>132 – Y12   |
| 2019-20              | CEO (reporting to Board)<br>Head of School<br>2 Assistant Headteacher                | FLLs in En, Ma, Sc, SENCO<br>2 other FLL<br>PLL Y7,8 & Y12/13               | Additional teachers to ensure sufficient coverage to meet curriculum demand (around 11 more) | Bus Manager<br>Finance officer<br>Admin staff<br>Exams/Data<br>Site Staff | 265 – Y7<br>265 – Y8<br>132 – Y12<br>128 – Y13                          |
| 2020-21              | CEO (reporting to Board)<br>Head of School<br>Deputy Head<br>2 Assistant Headteacher | FLLs in En, Ma, Sc, SENCO<br>3 other FLL<br>PLL Y7,8, 9 & Y12/13            | Additional teachers to ensure sufficient coverage to meet curriculum demand (around 18 more) | Bus Manager<br>Finance officer<br>Admin staff<br>Exams/Data<br>Site Staff | 265 – Y7<br>265 – Y8<br>322 – Y9<br>132 – Y12<br>128 – Y13              |
| 2021-22              | CEO (reporting to Board)<br>Head of School<br>Deputy Head<br>3 Assistant Headteacher | FLLs in En, Ma, Sc, SENCO, Hums, Ar/Lg, B&I, PE<br>PLL Y7,8, 9, 10 & Y12/13 | Additional teachers to ensure sufficient coverage to meet curriculum demand (around 28 more) | Bus Manager<br>Finance officer<br>Admin staff<br>Exams/Data<br>Site Staff | 265 – Y7<br>265 – Y8<br>322 – Y9<br>322 – Y10<br>132 – Y12<br>128 – Y13 |
| 2022-23              | CEO (reporting to Board)   | FLLs in En, Ma, Sc, SENCO, Hums, Ar/Lg,                                     | Additional teachers to ensure sufficient   | Bus Manager<br>Finance officer  | 265 – Y7<br>265 – Y8  |

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

|  |                         |                |   |             |           |
|--|-------------------------|----------------|---|-------------|-----------|
|  | Head of School          | B&I, PE        | coverage to meet curriculum demand (around 38 more) | Admin staff | 322 – Y9  |
|  | Deputy Head             | PLL Y7,8, 9,   |   | Exams/Data  | 322 – Y10 |
|  | 3 Assistant Headteacher | 10,11 & Y12/13 |   | Site Staff  | 322 – Y11 |
|  |                         |                |   |             | 132 – Y12 |
|  |                         |                |   |             | 128 – Y13 |

If we had to operate with less income, we would reduce the rate of expansion of new staff described above. We have the flexibility to use existing staff at Sponne School Towcester as well as at other schools in the MAT to manage the expansion for example by sharing part time colleagues.

**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**

The academy will be open to students of all faiths and world views or indeed, none. Admission criteria will match that for Sponne School Towcester which is non-selective and largely follows Northamptonshire County Council admissions criteria. We want to attract students from different backgrounds and communities and would ensure that our publicity material and admission criteria reflect this as we do now at Sponne School Towcester.

We pride ourselves on creating a welcoming atmosphere that is free from oppression and we would want to continue to this in the proposed free school. We work with parents currently to understand the needs of their children and we strive to meet these expectations. We are very inclusive in our approach and that applies to all, regardless of background. We are firmly committed to deep and meaningful learning experiences that develop individual students’ social, moral, spiritual and cultural understanding. These are developed through our daily interactions with students and also through formal planned learning as well as the rich and wide variety of enhancement opportunities including trips and visits. We take seriously the development of British Values so that all students can explore and develop their understanding of the

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

value of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We want all our students to be well prepared for life in modern Britain, regardless of where the school in the MAT is located.

The curriculum will be broad and balanced in Years 7 -11 although some specialisation will be encouraged in Years 9-11 when students make some choices about the courses they will study. By the Sixth Form, this specialisation becomes more focused for most in preparation for the next stage in their learning or career. However, PSHE and careers are common strands that are woven throughout the learning experiences either discretely taught or through over curriculum areas. For example, the expectation is that all teachers will ensure preparation for the next stage in learning or employment is a feature of schemes of learning.

## Section E – evidence of need

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

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

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

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

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

This free school bid has come about following dialogue between the RSC and our Trust over recent months. Both parties have come to the conclusion that current provision in Daventry for secondary school education is well below what should be taking place and as such, both have recognised the need for a new additional school to drive up standards.

We are applying for the proposed free school because there is ‘an educational need due to low standards in local schools’. There are currently two secondary schools and a recently opened UTC (taking students from Year 10) in Daventry.

We have provided evidence in Annex B that demonstrates that standards and achievement are low and students have a history of underachievement within the town of Daventry.

All three secondary settings that have students taking examinations at the end of key stage 4 show underachievement in all the headline measures when compared to other Northamptonshire schools and national averages. The data also shows that disadvantaged students underachieve when compared to their peers both locally and nationally. Daventry UTC opened in September 2013 and therefore only has published performance data for 2015 but the other two schools show that underperformance has existed for at a decade. Looking at performance before 2013 shows that a similar pattern of underperformance exists although for these two schools although this is for predecessor schools before 2012 when E-ACT sponsored them.

In terms of Ofsted overall effectiveness, Parker E-ACT and Daventry UTC are both judged to require improvement and DSLV E-ACT Academy is inadequate (inadequate for achievement and requires improvement for the other aspects).

The evidence shows that all three settings have attainment and progress that is



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

persistently below national averages, below average performance of other schools in LA and low when compared to schools with similar intakes. Daventry UTC is 54<sup>th</sup> out of 54 for schools with similar intakes, DSLV is 49<sup>th</sup> out of 49 and Parker E-ACT is 26<sup>th</sup> out of 55.

Standards at the Daventry UTC were well below national expectations in 2015 but at DSLV they have shown a decline at 5A\*-C including English and mathematics and remained stubbornly low at Parker E-ACT over the previous three year period.

Progress is below local and national averages consistently at all three settings for at least the last three years at the established secondary schools and for the one year of reporting at the UTC. Expected levels of progress in English at Parker E-ACT have been at around national averages but declined to below in 2015. Progress in maths is also declining over time but consistently below national averages. Progress in both English and maths at DSLV has declined over the past three years although maths made some improvement in 2015. Progress in English and maths at the UTC is significantly below national averages with only 15% of students in English and 23% in maths making expected progress in 2015 with its first cohort of students. Value added scores are all consistently significantly below average for the past three years.

Outcomes for disadvantaged students are consistently well below national expectations. In 2015, at Daventry UTC, 0% gained 5A\*-C including English and mathematics, only 18% at DSLV and 24% at Parker E-ACT. Unfortunately progress follows a similar pattern with a value added score of 915 for the UTC, 962 for DSLV and 947 for Parker. These attainment and progress measures demonstrate that disadvantaged students are achieving at extremely low levels.

The impact of these low standards and rates of progress is really concerning for those children and their parents. These have undoubtedly have a negative impact on the life chances of these young people over a number of years.

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**

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

In coming to the conclusion that this proposed free school is required, we have listened to numerous parents over the past decade who come to us at Sponne School and request a place for their child. Sometimes we have a place available and other times the parent is disappointed because the waiting list for that year means that they never gain a place with us (as per the national admission code expectations). We have had countless parents at Open Evenings who share their frustration with educational provision and standards in Daventry with us with many declaring that they will have to move to be closer to our Sponne School Towcester in order for their child to gain a place. Where this does occur (around 10 parents per year actually move close into Towcester from the Daventry or surrounding area and this rate appears to be increasing in the past year), our concern remains with the parents who cannot afford to make this move given the expensive house prices that now exist in Towcester, particularly since gaining our Ofsted outstanding judgement in 2012. This means that children from less advantaged homes do not have the option to attend a ‘good’ school and this we conclude is not acceptable.

At Sponne School Towcester, we currently have around 50 students who live in Daventry or in the surrounding area. It has become more difficult for students without a sibling link to gain a place and so numbers are actually declining (we have around 430 applications for 232 places each year and in 2016, only 40 out of 206 students gained places after the other criteria had been applied such as CLA, sibling, live in linked area or attend a contributory primary school). Parents have told us that as a result of not gaining a place, they have had little choice but to send their child to a private school; clearly only some parents will be able to afford this option.

We have conducted some research into where parents send their children if they do not want a place at either of the two existing secondary schools or indeed the UTC in Daventry. The preferred route for those who have access to personal transport is to look to gaining a place at Guilsborough School, a ‘good’ secondary academy in the north of Northamptonshire. Around 20 students a year gain a place through this route. Guilsborough School is oversubscribed so this does limit the number of students who can gain a place at this good school. The other option for parents is to try to gain a place across the county border into Warwickshire. Here many try to gain a place at one of the grammar schools (Ashlawn, Lawrence Sheriff (boys) or Rugby High School (girls)). In addition to this, many parents try to gain a place at Southam College, an outstanding 11—18 school geographically relatively close to Daventry. We are not able to find data on the exact number of students who have a place at a Warwickshire school unfortunately but from our discussions with parents, it would seem that around 30 students a year is a reasonable estimate. We are also unable to find data on the number of students attending private educational settings who in and around Daventry but we believe this could be around 30 pupils per year group although this may be considerably higher.

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

In conducting our research, we have talked to our existing parents who live in or around Daventry and attend Sponne School Towcester. They have enabled us to gather a good deal of information about the wishes of parents living in this area. All of them have informed us that if this school was in Daventry they would certainly attend it and not look any further. They also told us that friends and neighbours they know who have children attending Warwickshire and other Northamptonshire schools, would attend Sponne School Daventry if this existed. We have not sought the opinions of parents already attending the two secondary schools or the UTC in Daventry but we are led to believe that many would jump at the opportunity of sending their children to our proposed free school in Daventry.

Given the timescale for putting this application together and engaging in dialogue with the RSC and DfE, we have not been able to conduct wider research than presented above. However, this clearly demonstrates that there is certainly a real desire for our proposed free school to open in Daventry and that it would almost certainly be full, particularly in Year 7 each year. Sixth form numbers are more complex to be clear about due to students already attending a secondary school and more likely to remain in what they know. However, sixth form provision is quite limited in Daventry schools and, along with the students who attend Sponne School Towcester living in Daventry and the surrounding area, it is likely that our projections for numbers will occur, at least over a three to four year period.

We currently have a cross section of the community from Daventry attend Sponne School Towcester and we would certainly aim to continue with this at the proposed free school. This would be achieved through admission procedures that encourage all students and their parents to apply including children looked after and those with special educational needs or disabilities.

Postcodes of students attending Sponne School Daventry are likely to be drawn from the [REDACTED] area. In particular, the following are the closest to the preferred location:

- 1 [REDACTED]
- 1 [REDACTED]

## 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)<br>(pre-opening team, member, trustee, principal designate, local governor once school is open) | Summary of relevant expertise<br>Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give | Available Time<br>(hours per week) |
|------------|-----------------------------|----------------------|---|--|------------------------------------|
| [REDACTED] | [REDACTED]                  | [REDACTED]           | [REDACTED]  | [REDACTED]   | [REDACTED]                         |
|            |                             |                      |   |  |                                    |
|            |                             |                      |   |  |                                    |
|            |                             |                      |   |  |                                    |
|            |                             |                      |   |  |                                    |
|            |                             |                      |   |  |                                    |
|            |                             |                      |   |  |                                    |
|            |                             |                      |   |  |                                    |
|            |                             |                      |   |  |                                    |

[Add lines as appropriate]

| <b>F1 (a) Skills and experience of your team</b> |
|--|
| N/A since sponsor and have a letter from RSC     |

## F1 (b) Skills gap analysis

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

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

| <b>Skills/experience missing</b> | <b>Where is the gap?</b><br>i.e. pre-opening team, trustees, local governing body | <b>How and when do you plan to fill the gap</b>   |
|----------------------------------|---|---|
| Principal Designate              | Principal (designate and substantive)   | Advertise nationally during summer 2017<br><br>Appoint in autumn 2017<br><br>Principal designate to begin summer 2018 at the latest |
| No other skills gap              |   |   |
|                                  |   |   |
|                                  |   |   |
|                                  |   |   |
|                                  |   |   |
|                                  |   |   |



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

[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:

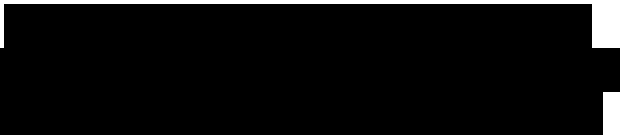

- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

### **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**

We have included a letter from the RSC acknowledging our capacity and capability to open a free school.

Given our relatively newly formed MAT from an outstanding large secondary school, we have been through the process of selecting carefully our governance structure, roles and responsibilities and scheme of delegation. We see this as being fit for purpose in ensuring strong accountability for the proposed free school as well as for existing schools in the MAT. This is particularly relevant since the proposed free school is in the same phase and type as existing schools in the MAT. However, we are reflective and if we see changes to governance need to be made to ensure strong accountability then these will be made when required.

The only potential conflict of interest is that

  
 We do not foresee any known conflicts of interests with this arrangement and there have been none to date.

## **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**

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

[Add text here. Table expands]

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

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

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

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

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

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

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

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

## Section G – budget planning and affordability

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

Please:

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

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

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

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

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

## Annexes

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

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

## Self-assessment form for independent schools

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



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

|  |  |  |  |
|--|--|--|--|
| <p><b>Quality of teaching in your school</b></p> | <p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management.<br/>Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake.<br/>Consistency of student presentation of work and scrutiny reference progress and standards<br/>How marking, assessment and students feedback/reflection enhances pupil learning<br/>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs<br/>How teaching promotes pupils learning and progression<br/>The review should be validated externally to ensure moderated outcomes for the school<br/>Reading, writing, communication and mathematics across the curriculum.<br/>Tutor and pastoral time including SMSC and British values<br/>please delete this guidance before submitting this form]</p> |  |  |
|--|--|--|--|

|  |   |  |  |
|--|---|--|--|
| <p><b>Behaviour and safety of pupils</b></p> | <p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p> |  |  |
|--|---|--|--|

|  |   |  |  |
|--|---|--|--|
| <p><b>Quality of leadership in, and management of, your school</b></p> | <p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p> |  |  |
|--|---|--|--|

|  |   |  |  |
|--|---|--|--|
| <p><b>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p> | <p>[pupil recruitment and how the education will be adapted to meet the needs of all<br/> - progress on financial planning and cash management systems, including appointment of finance director<br/> - budget predictions and resource for ongoing budget management<br/> - trust's plans for ensuring funding agreement compliance<br/> - ensuring adequate systems and controls in place, including accounting software package<br/> please delete this guidance before submitting this form]</p> |  |  |
| <p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p>                                       |   |  |  |

## Governance self-assessment

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

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



Department  
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