



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

**ST CLEMENT CE PRIMARY ACADEMY**

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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](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?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

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

## Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. 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

#### Context

Shoreham-by-Sea is a West Sussex seaside town with a population of 48,487 (2011 census). However the population is growing rapidly and there is a shortage of school places (See section E1).

Shoreham is part of the local government district of Adur, which includes the village of Lancing and Brighton City Airport (known as Shoreham Airport) to the west of Shoreham and the other side of the River Adur. Further west is the south coast town of Worthing. To the north is the South Downs National Park and the greater conurbation of Brighton and Hove lies to the east.

#### Rationale

The rationale for St Nicolas and St Mary CE Primary School, which has a strong track record, to open a new, replica school in the Shoreham area is to:

1. Meet urgent **basic need** for 2017 and beyond: (See Section E – Evidence of need or demand.) The RSC (Regional Schools Commissioner) recognises that Adur needs a new Free School, as does the Local Authority.
2. Meet **parental demand** for excellent education and places in a faith school with ‘open’ admissions i.e. no church attendance oversubscription criteria. St Nicolas and St Mary CE Primary School is *the* school of choice in the area and parents want *St Nic’s*, which has an outstanding reputation, to open a ‘sister’ school.
3. Model and strengthen **collaborative working** between local schools to drive up standards by developing a school improvement focused ‘hub’ in partnership with the South Downs Alliance and all local schools and academies.
4. Meet the Diocese of Chichester’s **strategy for academy growth and school improvement** across the greater Brighton and Hove area.



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

The new Free School will be designated a 'Church of England' school. The school will focus on developing its Christian distinctiveness and strong inclusiveness, which will underpin all activities in the school and beyond. As demanded by parents, and as agreed by the Diocese of Chichester, the school will operate an open admissions policy, which will be in line with that for other local schools. The new school will seek to encourage children's spiritual, moral, social and cultural development in line with the DfE and Church of England guidelines.

The values and policies developed at St Nicolas and St Mary CE Primary School, which was graded 'outstanding' by SIAMS in September 2010 and has been given a Bishop's Commendation for the outstanding development of Christian ethos, will be adopted. Ofsted reported that St Nicolas and St Mary CE Primary 'promotes outstanding spiritual, moral, social and cultural development through its rich and purposeful curriculum' (Ofsted 2013). The Free School will do likewise.

Tim Loughton MP, writes, **"St Nicolas not only has a wonderful reputation for success and providing a quality education to its pupils but importantly it also has the capacity to make this Free School bid a reality."** (23.09.16 – See Annex E)

### **Mission**

The proposal is to name the new Free School after St Clement, subject to final Diocesan Board of Education approval. Our aim is to follow the role model of St Clement who served the Lord and cared for those around him.

- St Clement is the Patron Saint of mariners, which is perfect for a school in a seaside town with a busy harbour. This nautical theme will be reflected in our curriculum and cross-curricular work. The school will actively make use of the local environment to extend and enrich learning. This will include Shoreham Port, RNLI station, Shoreham Beach (Local Nature Reserve), River Adur Estuary (SSSI) and Widewater Lagoon as well as the South Downs National Park (including Mill Hill and Truleigh Hill) which overlooks the sea.
- St Clement was a 'good learner'. He listened to the words of St Peter and followed in his footsteps. In turn, St Clement was a good teacher and communicator. He taught others about what is right and wrong and wrote letters to encourage them. Pupils will also be encouraged to be good learners and follow the example of good role models from all walks of life, cultural backgrounds and times in history.
- St Clement was a peacemaker. He sought to build 'family' and bring harmony. He stood up for the vulnerable and provided for their needs. Likewise, the new school will be caring and welcoming to all – irrespective of their backgrounds or beliefs. It will promote respect and peace through collective worship, PSHE and



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

across the curriculum.

- The role model of St Clement will influence our collective worship and Christian service within and beyond the school. This will influence our behaviour policies and charitable activities. It will affect our desire to learn from good role models and care for others. It will be at the heart of how we teach our children to become responsible citizens in line with 'British Values'.

It is noted that there are a number of other schools (CE and RC) around the country by the name of St Clement. Links will be developed with these schools so that Shoreham children can find out more about the Saint, his life and how he is a role model to us all.

The school will be a Church of England school within the Diocese of Chichester which has the strapline: **Learning with meaning and purpose: To know God and shape the world.** Diocesan policy states that, 'Church of England schools offer an education that is distinctively Christian. Although each church school will be unique, all church schools will share core values based on the Gospel values. Our church schools should therefore be places where loving God and loving our neighbours, is lived out in the daily life of the school.' This was, indeed, modelled by Saint Clement.

In line with other diocesan schools, St Clement CE Primary Academy will recognise its historic foundation and, 'preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level'. It will also aim to 'serve its community by providing an education of the highest quality within the context of Christian belief and practice' and 'encourage an understanding of the meaning and significance of faith and promote Christian values through the experience it offers all of its pupils'.

Although the school will be 'Church of England', the school will seek to work closely with other churches and faith communities. (See section D4 on British Values). Like St Nicolas and St Mary CE Primary School, St Clement will develop links with a central London school that has a greater range of cultural, religious and ethnic diversity.

Each person who works at the school will be valued and has a contribution to make to the life of the school. The partnership that we foster between parents, carers, governors, the Church and the wider community is key. Everybody has their part to play in the nurture and education of our children.

We will offer a positive learning environment which supports each individual with high expectations. We will provide an exciting, broad and balanced curriculum keeping the children at the heart of all we do. Opportunities will be provided to enrich and extend the children's learning experiences as we promote creativity and enjoyment whilst achieving excellence.

The school will build on the outstanding curriculum at St Nicolas and St Mary CE

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

Primary School which has won a number of awards including the Artsmark Gold (Arts Council England: Music, Art & Design, Dance and Drama), National Healthy School Status, Investors in Health, Silver kite mark for school games and the top “Green Flag” Eco-Award.

St Nicolas and St Mary CE Primary School was graded by Ofsted as ‘outstanding’ in 2010 and ‘good’ with many ‘outstanding’ features in 2013. Behaviour was judged to be ‘outstanding’ and teaching was reported to be ‘consistently good and sometimes outstanding’.

A core aim of St Clement CE Primary Academy is to ensure that pupil outcomes are above County and National averages and in line with that for St Nicolas and St Mary, which has consistently high KS2 results – typically well above National averages.

The Diocese of Chichester is supporting the formation of a Brighton and Hove MAT which both the new Free School and other CE schools in the Brighton and Hove area, including St Nicolas and St Mary, could join from September 2017. Following a meeting (14.9.16) with governors/heads from 8 out of the 9 Brighton and Hove CE schools (one had Ofsted), it has been agreed to establish a working party to set up a MAT. The MAT will be seeking sponsor status in order to support schools that are underperforming or facing challenging circumstances. A 31 page costed business plan has been drawn up with detailed information on governance, finance, growth strategy and risk assessment. The MAT could potentially have 3 schools in 2017/18, 6 schools in 2018 and 9 schools in 2019. The Free School would be in addition to these numbers. The proposed MAT will work in partnership with the Diocese of Chichester Academy Trust (DCAT), New Horizons (Seaside Academy) and others. An application for a **Capacity Building Grant** has been submitted (July 2016), fundamentally to set up a MAT and support schools considering ‘Academisation’ in the greater Brighton and Hove area.

### **Nursery**

The school also intends to open a directly managed nursery to meet the demands of a growing population. St Nicolas and St Mary CE Primary School set up a nursery due to parental demand which, alongside Reception, was judged by Ofsted to be ‘outstanding’ (2010) within a year of opening. An on-site nursery at St Clement will prepare children for their Reception class and support a smooth transition.

### **Vision**

In summary, our vision is to establish an outstanding school that welcomes all and provides an outstanding education resulting in outcomes well above national averages. We will do this in partnership with a ‘hub’ of local schools and within a Brighton and Hove CE school-led MAT with a focus on driving up standards.

## Section D – education plan: part 1

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

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

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

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

	<b>Current number of pupils (if applicable)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Reception	60* open 2017	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2			60	60	60	60	60	60
Year 3				60	60	60	60	60
Year 4					60	60	60	60
Year 5						60	30	60
Year 6							60	60
Totals	60	120	180	240	300	360	420	420

## Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Early Years Foundation Stage</b>			
<u>Prime areas:</u> Communication & Language Physical Development Personal, Social & Emotional Development <u>Specific areas:</u> Literacy Mathematics Understanding the World Expressive Arts and Design	21.5	Mandatory	The amount of time required by children in each of the 'prime' and 'specific' areas will vary depending on the needs of each individual child. Although much of the time will be 'self initiated', teachers will also plan directed and staff-led activities to ensure a broad and balanced curriculum and high learning outcomes. It is expected that each child will have: <ul style="list-style-type: none"> <li>• 30 minutes daily phonics</li> <li>• 1 hr PE in the hall (and additional time on the field/playground)</li> </ul>
Religious Education (RE)	1	Voluntary*	*Parents have the right to withdraw their child from RE
TOTAL (Excludes play, lunchtime, registration and collective worship)	22.5		Breakfast Club (optional): From 8am School Day: 8.35/45am to 2.55pm After School Activities/Child care: Until 5.30/6.00pm Times subject to consultation



<b>Key Stage 1</b>			
English	6.25	Mandatory	English expectations to be taught / maintained across the curriculum
Mathematics	5	Mandatory	To be taught across the curriculum
Art and Design	0.75	Mandatory	Link to Geography / History
Computing (Skills)	1	Mandatory	Computing will also be integrated across the curriculum
Design Technology	0.75	Mandatory	Link to Science / Mathematics
Geography	1	Mandatory	Also taught in and linked to English
History	1	Mandatory	Also taught in and linked to English
Language	0	Mandatory	Conversational French will be integrated across the curriculum
Music	0.75	Mandatory	Link to Humanities / RE
Physical Education	2	Mandatory	Includes swimming for Year 2. In addition, there will be voluntary exercise session once a week before school as well as after school clubs.
Science	2.5	Mandatory	Link to other subjects if relevant
'ANCHOR Time'	1	Mandatory	This is an extended afternoon once per week for curriculum enrichment and challenge.
Personal, Social and Health Education (PSHE)	0.5	Mandatory	Will be adapted to meet needs of children.
Religious Education (RE)	1	Voluntary*	*Parents have the right to withdraw their child from RE. RE will be in line with Diocesan guidelines / locally agreed syllabus.
TOTAL (Excludes play, lunchtime, registration and collective worship)	23.5		Breakfast Club (optional): From 8am School Day: 8.35/45am to 2.55pm* After School Activities/Child care (optional): Until 5.30/6.00pm *One afternoon per week will be an extended enrichment afternoon until 3.55pm This will be compulsory.  All timings subject to further consultation

<b>Key Stage 2</b>			
English	6.25	Mandatory	English expectations to be taught / maintained across the curriculum
Mathematics	5.25	Mandatory	To be taught across the curriculum
Art and Design	0.75	Mandatory	Link to Geography / History
Computing (Skills)	0.5	Mandatory	Computing will also be integrated across the curriculum
Design Technology	0.75	Mandatory	Link to Science / Mathematics
Geography	1	Mandatory	Also taught in and linked to English
History	1	Mandatory	Also taught in and linked to English
Language	0.75	Mandatory	Choice of language to be decided following consultation
Music	0.75	Mandatory	Link to Humanities / RE
Physical Education	2	Mandatory	Includes swimming for Y3-5. In addition, there will be voluntary exercise session once a week before school as well as after school clubs.
Science	2	Mandatory	Link to other subjects if relevant
'ANCHOR Time'	1	Mandatory	This is an extended afternoon once per week for curriculum enrichment and challenge.
Personal, Social and Health Education (PSHE)	0.5	Mandatory	Will be adapted to meet needs of children. Includes Sex Education.
Religious Education (RE)	1	Voluntary*	*Parents have the right to withdraw their child from RE. RE will be in line with Diocesan guidelines / locally agreed syllabus.
TOTAL (Excludes play, lunchtime, registration and collective worship)	23.5		Breakfast Club (optional): From 8am School Day: 8.35/45am to 3.00pm* After School Activities/Child care (optional): Until 5.30/6.00pm *One afternoon per week will be an extended enrichment afternoon until 4.00pm This will be compulsory. All timings subject to consultation.

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**

**Pupil Population**

St Clement CE Primary Academy is expected to have a very similar pupil population to that for Shoreham as a whole as it will draw children from across the wider area.

School	% EHCP (or Statement) (2014-15)	% EAL (2014-15)	% Ever 6 (2014-15)	% Free School Meals (Jan 2016)
St Clement	1.0 – 1.5 (prediction)	5.4 – 8.0 (prediction)	10-20 (prediction)	8.8 (prediction)
St Nicolas & St Mary	1.1 (1.4 in 2016)	2.5 (7.2 in 2016)	6.8 (9.6 in 2016)	4.8
Swiss Gardens	0.5	2.8	15.6	8.8
St Peter's RC	2.0	9.1	11.2	3.4
Shoreham Beach	1.5	8.0	9.3	3.4
Buckingham	0.5	5.4	25.8	13.0
National	1.4	19.4	26.4	-

(See Map in Annex D for locations of above schools)

St Clement CE Primary Academy is expected to have a similar percentage of children with an Education Health Care Plan (EHCP) or a Statement of education need in line with St Nicolas and St Mary CE Primary School and other local schools.

The Free School is also likely to have a similar percentage of children with English as an Additional Language (EAL) as other most other local schools. It should be noted that the above data is two years old and St Nicolas and St Mary's now has 9.6% of children with EAL which is more in line with other schools. This is a result of a changing profile of pupils in the school as it grows from 1FE (Form Entry) to 2FE. St Clement is

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

expected to have a lower percentage of children with EAL than St Peter's RC School which tends to attract Eastern Europeans with a Catholic background. St Nicolas and St Mary CE Primary School has often had joint training with St Peter's and, if EAL is higher than expected, will draw upon the expertise of this neighbouring school.

St Nicolas and St Mary CE Primary School has traditionally had a low percentage of pupil premium children. However, this is increasing as the school grows. St Clement CE Primary Academy is expected to have more children entitled to pupil premium than St Nicolas and St Mary and be average for the area.

Southwick, to the East of Shoreham, has higher levels of deprivation and a higher percentage of children with EHCP, EAL, Ever 6 or FSM. St Nicolas and St Mary CE Primary School attracts children from these areas but places tend to get filled by children who live nearer. St Clement CE Primary Academy will increase the number of places in the area so more children with specific needs may be attracted to all schools in Shoreham.

The main difference between the pupil population for St Nicolas and St Mary CE Primary School and St Clement CE Primary Academy is that the percentage of Pupil Premium children is likely to be higher. This could mean that 4 or 5 rather than 3 pupils per class will be entitled to Pupil Premium. This is not a significant difference.

Financial or practical support will be given to selected FSM / pupil premium children to enable them to develop particular skills or talents that they would not otherwise be able to. These will be known as "Anchor Awards" (See below). Examples include:

- Club membership fees e.g. to join a local rugby club
- Loan of equipment e.g. a musical instrument
- Cost of lesson e.g. private sports coaching or music lessons

The aim is that some pupils who receive an Anchor Award will reach county or national standard in their chosen interest over the coming years. We will aim high.

Anecdotal evidence indicates that St Nicolas and St Mary has a comparatively high number of adopted children. It is expected that this will be lower in St Clement as it is more likely to attract younger families and will, initially, have less year groups available.

The needs of children in the new school will be monitored but it is expected that the curriculum developed by St Nicolas and St Mary CE Primary School will not need any major adjustment by the new Free School.

The Ofsted report for St Nicolas and St Mary CE Primary School (June 2013) states, "Pupils who are disabled or who have special educational needs are well supported and make equally good progress as their peers" and "Pupil premium funding is used well to enhance the progress of those eligible for free school meals. Small-group



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

support or one-to-one tuition in literacy and mathematics ensure that their progress is at least comparable to their peers. The attainment of pupils who were known to be eligible for free school meals in 2012 was above that of other pupils in the school in English and mathematics by about two terms.”

### **Religious Education (RE) and Collective Worship**

Although St Nicolas and St Mary CE Primary School can admit up to 100% of pupils on a faith basis (i.e. they have a parent who is a ‘regular worshipper’), not all are allocated a place on this basis.

In line with local demands, St Clement CE Primary Academy will not admit any pupils by reference of faith. However, it is expected that many families who are not ‘regular worshippers’ but supportive of the ethos of a Church school, will apply. Overall there will be less ‘regular’ church goers and, although the RE curriculum and collective worship will be in line with Church of England schools across the Diocese, teachers will take into account the prior knowledge and experiences of all pupils including those of other faiths, world views or none. Many parents choose St Nicolas and St Mary CE Primary School because of its strong ethos, values and standards. It is expected that parents will also choose St Clement CE Primary Academy because of the similar ethos and expectations of St Nicolas and St Mary CE Primary School. As one parent wrote, *“As a St Nic’s parent I’d like a faith [free] school, to accommodate all those children (parents) who want to come here, but realise that’s unrealistic!”*

### **Curriculum**

The school will follow the national curriculum, largely as developed and planned by St Nicolas and St Mary CE Primary School. The rationale for this is that:

- Ofsted have repeatedly acknowledged the high quality offer of St Nicolas and St Mary CE Primary School, stating, **‘The curriculum is enriched by a wide range of special events and interesting, fun activities and promotes pupils’ spiritual, moral, social and cultural development very well’** (Ofsted, 2013).
- The St Nicolas and St Mary CE Primary School curriculum is an award-winning curriculum. Awards include Gold Artsmark, Green Flag Eco Award, Healthy Schools and Silver Sport Kitemark.
- The curriculum has been trialed and tested at St Nicolas and St Mary CE Primary School. It is based on evidence-based research and produces excellent outcomes.
- St Nicolas and St Mary CE Primary School has highly competent and experienced staff who can support the introduction of the curriculum in a new school. It will also be easier for staff to be seconded between the two schools.
- Resources (time and energy) can be focused on delivering the curriculum and getting outstanding results rather than developing new plans from scratch. This is an efficient way of establishing a new curriculum in a new school.
- St Nicolas and St Mary CE Primary School has some well-developed facilities

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

which can be shared with the new school. This includes an extensive field, large hall and drama studio as well as an 'Anderson shelter' and pond. Resources can also be shared to achieve economies of scale.

- The new school will be able to benchmark and moderate pupil work and outcomes against a well established school with an excellent track record. For example project work can be moderated; pupil books for Mathematics and English can be directly compared.

The main differences to how the curriculum will be delivered will be because the two schools are likely to have different resources. St Clement CE Primary Academy is likely to have smaller grounds than St Nicolas and St Mary CE Primary School and will therefore seek to take greater advantage of local facilities, landmarks and landscape and adapt its curriculum accordingly. The new school will develop new local links and make greater use of the resources in the local community, businesses and environment. E.g. Shoreham Port, Downs Link, Shoreham Old Fort, Shoreham Power Station, RNLI Lifeboat Station and Lighthouse, Shoreham Airport, Ropetackle Arts Centre, as well as local leisure centres and libraries.

St Clement CE Primary Academy will also be able to take advantage of academy freedoms to enrich and develop the curriculum further.

Proponents of the school have developed the **ANCHOR** acronym to summarise our vision and expectations for the curriculum:

### **A amazing activities and learning**

- We believe that all children should be entitled to high quality experiences that inspire and engage. The school will promote family learning and make use of local skills, businesses, and geographical and historical features.

### **New opportunities, perspectives, knowledge and skills**

- Children at St Clement CE Primary Academy will be challenged to think outside the box, to try something new and not be afraid to take risks.

### **Challenging projects and work**

- All children are expected to be challenged and stretched whether they are gifted and talented or need additional support. This could include well-pitched work or enrichment activities.

### **High Expectations**

- Standards at St Clement CE Primary Academy will be high, whether it is behaviour or work. All staff will have high expectations with a culture of no excuses.

### **Outstanding quality**

- We expect the quality of teaching and learning to be outstanding – leading to excellent progress and educational outcomes.

### **Reflective opportunities**

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

- Spiritual, Moral, Social and Cultural development will be embedded throughout the curriculum and extra curricular activities. Inspired by St Clement, children will be taught to think, reflect and act in accordance with our 'British Values'.
- Children will also be taught to reflect on their personal academic targets and work. Assessment for Learning (AfL), including effective written and oral feedback, peer review and self assessment will all be used, in line with best practice and current research to ensure outstanding progress for all.

This concept of 'Anchor' learning will be developed further prior to the new school opening but will be evident throughout the school day. Key Stage 1 and 2 pupils will have an extended afternoon (and an extra 1 hour) once a week to enable greater opportunities to enrich and extend learning. This will be referred to as an "**Anchor Afternoon**". Where possible, this will be off-site and will engage family members and the local community. An "Anchor Afternoon" could, for example, include:

- A business and enterprise project e.g. making and selling a product in the town
- An extended sport activity e.g. water sports or hiking on the South Downs
- A charity project e.g. helping to raise funds for a good cause
- Voluntary work e.g. reading poetry in a residential care home
- An arts project e.g. rehearsals for a school performance
- Research work e.g. scientific survey of a local habitat
- Team building exercise e.g. sport related activity or mathematical investigation
- Creative writing project e.g. production of a magazine or poetry book

In Key Stage 1 and Lower Key Stage 2 Anchor Afternoons will link to their topic work where appropriate. In Upper Key Stage 2, children may be able to specialize in a particular activity such as performance arts or sport.

The extended afternoons will be facilitated using the skills and interests of the local community, parents (and other family members), staff and other specialists.

Sponsorship from local businesses will be sought in order to facilitate some activities.

St Clement CE Primary Academy will ensure that when children leave the school, they can 'pull up' their personal 'anchor' of learning and personal development and take it with them as they journey on.

### **Early Years Foundation Stage (EYFS)**

The EYFS will build on the good practice developed at St Nicolas and St Mary CE Primary School which was judged by Ofsted to be 'outstanding' in 2010 (when a separate judgement was made on the EYFS) and to have 'exceptional care' and teachers who promote 'supportive relationships extremely well' (Ofsted 2013).

Whilst the school is in temporary accommodation based at St Nicolas and St Mary CE Primary School, Reception children will have their own separate classrooms and their own dedicated outdoor area, which they will be able to access throughout the day. The



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

Reception children will also be able to make very good use of St Nicolas and St Mary CE Primary School's excellent facilities including the Main Hall, Small Hall, playing fields and playground on a staggered / timetabled basis.

When the Free School has its own permanent building, a pre-school nursery will be opened. Again, best practice developed at St Nicolas and St Mary CE Primary School, which already has a nursery, will be used.

#### **Teaching and Learning**

St Clement CE Primary Academy will adopt the same teaching and learning policy as St Nicolas and St Mary Primary School. This will include aspects such as EYFS (Early Years Foundation Stage) and Assessment.

Effective teaching and learning practice developed by St Nicolas and St Mary CE Primary School, based on research and current educational thinking, will be adopted by the new school. This includes strategies developed by Professor Guy Claxton who suggested that there are four qualities we need to develop to become successful lifelong learners: resourcefulness, reciprocity/relationships, being reflective and resilience. As at St Nicolas and St Mary CE Primary School, children at St Clement CE Primary Academy will be taught about these learning qualities in terms of four distinctive characters: Sensible Squirrel, Team Ant, Wise Owl and Tough Tortoise.

The new school will adopt many other aspects of teaching and learning developed at St Nicolas and St Mary CE Primary School.

The two schools will work closely together to measure pupil performance effectively and set challenging targets as set out in the next section.

## 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

#### Best practice

The Year 6 cohort of pupils that has just left St Nicolas and St Mary CE Primary School (2016) has outperformed all local schools and is well above floor standards for attainment and progress. Combined for Reading, Writing and Maths was 67.7% compared with the floor target of 65% and a national average of 53.2%. This is despite a boy heavy cohort (77% boys) and 20% SEN (including 1 EHCP). This success was due to effective monitoring of pupil progress, high expectations and effective intervention.

St Clement CE Primary Academy will adopt best practice from St Nicolas and St Mary CE Primary School in the area of measuring pupil performance and target setting. Policies for EYFS and Teaching, Learning and Assessment will be adapted and adopted.

#### Differences

The main difference will be that St Clement CE Primary Academy will link policies to a 'nautical' theme using, for example, the concept of 'Anchor Learning'. However the underlying principles will be exactly the same – just the 'packaging' will be developed to reflect the school's identity.

Sometimes one school will trial a particular policy or strategy but will be monitored and assessed by the partner school. Again, the focus will be on learning impact and pupil performance.

Initially St Clement will be an academy and St Nicolas and St Mary CE Primary School may not have converted. An academy has different financial arrangements and this could affect when some monitoring is undertaken. For example, St Clements CE Primary Academy may review the value for money of a product or service on teaching and learning at a different time to St Nicolas and St Mary CE Primary School as financial year ends will differ. Likewise St Clement will explore and monitor projects enabled through academy freedoms. Whereas St Nicolas and St Mary will not be able

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

to take advantage of such freedoms and learning opportunities until conversion is complete.

Some difference may develop because of parental preference for example parental consultation may result in different modern foreign languages being taught. Alternatively a member of staff may bring a particular skill to one school which may have a positive impact on the curriculum or extra curricular activities.

### **Measuring pupil performance**

Governors and SLTs from both schools will jointly monitor and review key policies and their impact on learning. Working parties will be established on an ad hoc basis to scrutinise and develop policies in line with current research and best practice. This could lead to joint training and staff development opportunities.

Both schools will adopt the same monitoring and evaluating calendar which details what monitoring happens when.

Monitoring by school leaders will jointly cover both schools and include:

- Learning walks
- Lesson observations
- Work scrutiny
- Planning scrutiny
- Pupil progress meetings
- Subject leader led subject reviews
- Annual school data review
- Pupil interviews

The main area of review that will not be shared will be performance management which is a confidential process between an individual member of staff and his or her line manager/headteacher.

Governor monitoring visits including learning walks, pupil interviews, work scrutinies and interviews will take place with teaching staff. In addition, the Governors will scrutinise, for example:

1. Pupil Progress and Attainment Data Review including Pupil Premium and SEND Reports
2. Performance Management Report (Annual)
3. Headteacher's Report in line with Ofsted and SIAMS criteria
4. Middle Leadership Team Impact Statements.

Confidentiality will need to be considered but as much data will be shared across the two schools as possible. They will be encouraged to ask challenging questions if one school appears to be underperforming in a specific area.



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

### **Curriculum and Assessment software**

Both schools will use the same commercial assessment software packages to analyse pupil progress and attainment. This will enable governors and leaders at all levels to compare progress and areas of either strength or weakness from EYFS to the end of KS2. Best practice can then either be shared across the two schools or joint action taken to address or disseminate practice.

St Clements CE Primary Academy will use the same internet based home-school learning software e.g. for maths and reading. Not only could this create some healthy competition between the two schools (and potentially other local schools) but be useful to monitor and compare impact on children's learning.

### **Quality Assurance**

The services of a Teaching School or other external consultant will be used to not only quality assure pupil performance in individual schools but help moderate judgements across the two sites. Moderation of work and joint learning walks will also take place with a 'hub' of locality schools and Church schools in the proposed Brighton and Hove MAT.

### **Target Setting**

Targets, and subsequent progress, for both individual children and cohorts of children will be compared. This is particularly important for a new school which does not have the work of older children to compare to. The first cohort of children who join the school will have to be very carefully monitored to ensure that they make outstanding progress which is in line with a good/outstanding school that is well established.

Senior and middle leaders, including SENDCO and subject leaders will regularly have the opportunity to provide mutual challenge and support. This is key to ensuring that children at St Clement CE Primary Academy achieve as well as those in the founding school.

### **Behaviour**

Behaviour at St Nicolas and St Mary CE Primary School was judged 'outstanding' in 2010 and 2013. The same principals and expectations will be applied in St Clement CE Primary Academy and the underlying behaviour policy will be the same. However there will be some changes in the terminology used so that the new school develops its own identify. For example St Nicolas and St Mary describe house points as 'BEST points' and St Clement will have 'Anchor' points and awards.

Behaviour in both schools will be monitored and compared. Expertise will be shared to support children who need additional or specific support. There would also be the possibility of children more easily changing schools, either on a short term or

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

permanent basis rather than face exclusion (not that St Nicolas and St Mary CE Primary School has excluded any children over the past 7+ years). As both schools will have the same or similar curriculum and expectations, any transition would be relatively easy.

### **Strategy**

The two schools will develop a joint performance and target setting strategy to ensure both schools will work strategically together to deliver outstanding outcomes for children. The intention is that part of this will link into the locality school improvement 'hub'. In addition, the overall strategy will seek to model collaborative working with high levels of accountability and challenge within a Brighton and Hove MAT.



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

##### **Principal**

The Principal will be accountable to the Local Governing Body (and Trustees) and responsible for the performance management of the Senior Leadership Team.

##### **Senior Leadership Team (SLT)**

Members of the SLT would be specifically responsible for key priorities such as Teaching, Learning and Assessment, SIAMS, safeguarding and equality. One member of the SLT would also be the SENCO. The SLT (including the Principal) would be responsible for the performance management of the ELT and teachers.

##### **Extended Leadership Team (ELT)**

Members of the ELT would have a TLR and commensurate responsibilities. Some may have more than one responsibility e.g. Phase and Subject Leader. Members of the ELT could have responsibility for Teaching Assistants and possibly some teachers.

##### **Teachers**

All teachers would have responsibilities within the school in line with their level of experience, leadership and performance management targets. This could include subject leader or an aspect of school improvement. Teachers would be responsible for Teaching Assistants, students and volunteers within their classes or areas of responsibility. Teachers on the Upper Pay Range (UPR) would have additional school wide responsibilities and expectations.

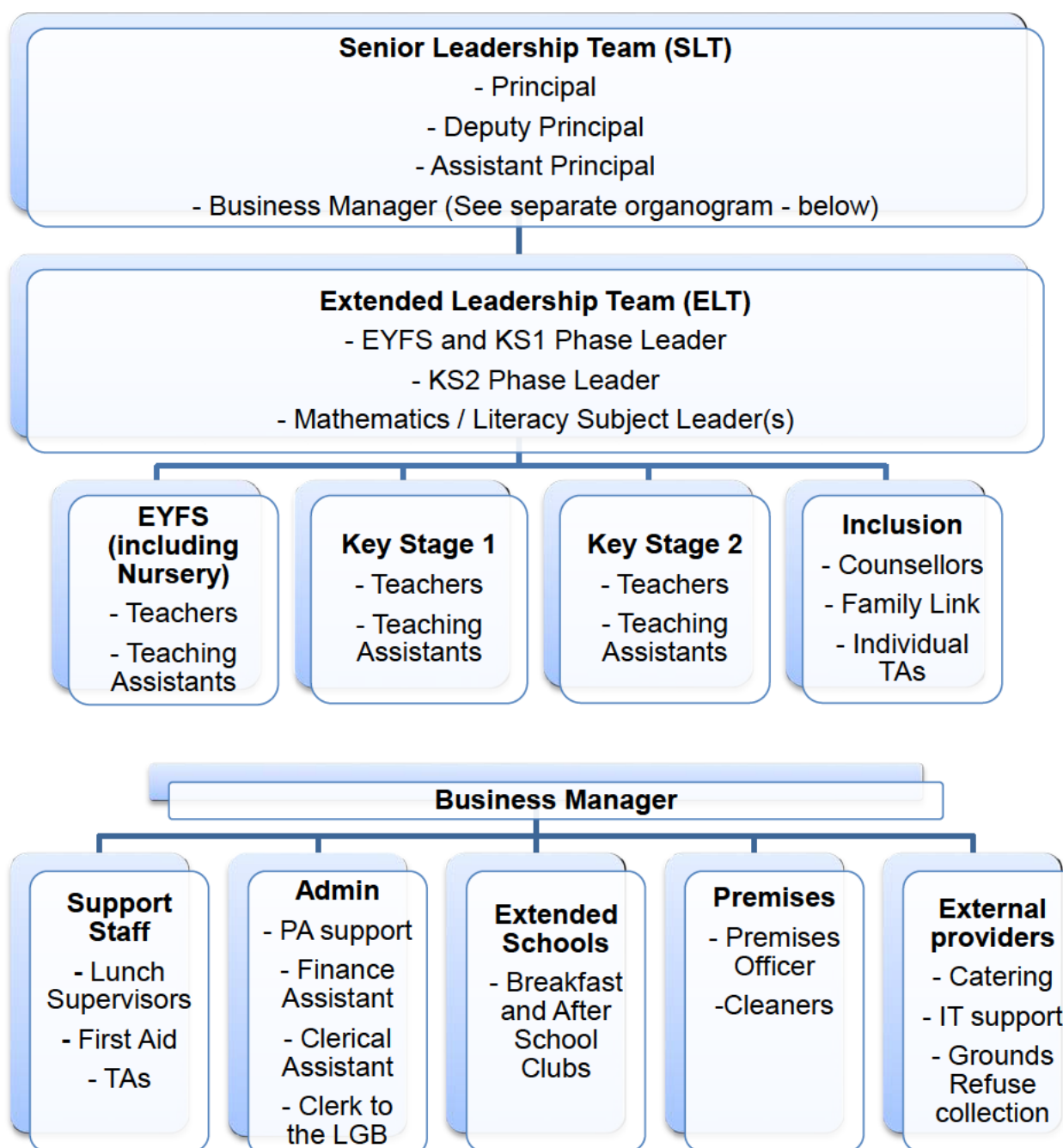
##### **Business Manager**

The Business Manager would have responsibility for managing key teams within the school including Admin, Premises, Support Staff, Extended Schools, Catering and other external providers and contractors. (See organograms).

##### **Staffing Structure**

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

The staffing structure would mirror that at St Nicolas and St Mary CE Primary School.



The inclusion team is likely to be headed up by a member of the SLT and include 'Individual Needs Assistants' (or suitably qualified/experienced TAs) to provide additional support for children with specific needs – possibly as outlined in a child's Education and Health Care Plan (EHCP). The inclusion team would also include a Family Link or Home School Link Worker (HSLW) with a particular focus on 'hard to reach' parents. The aim of the HSLW is to work in partnership with parents/carers, staff and other agencies to support families to ensure that all children enjoy school and feel happy and secure. We know children thrive and reach their full potential when home

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

and school are working in partnership to support their development. The HSLW will help parents/carers and children who may need support on a range of issues, for example, anxiety about coming into school, medical problems, parental separation, bereavement, attendance and punctuality. The HSLW will be available on the school gate each morning and offer drop-in sessions and arrange appointments.

In addition, counsellors or play therapists will be employed (e.g. via Your Space) to meet the specific needs of children who would benefit from specialist support from a suitably qualified professional.

#### **Staff from St Nicolas and St Mary CE Primary School**

The governing bodies of St Nicolas and St Mary CE Primary School and St Clement CE Primary Academy will regularly consider reports and recommendations from their respective SLTs. Governors will robustly challenge senior leaders to ensure that any collaboration benefits both schools. A joint working party will also be set up between the two schools/SLTs to monitor and promote effective collaboration and stewardship of resources. Inter-school working will focus on quality assurance and dissemination of best practice.

Staff from both schools will work closely together. Examples will include:

- The SLTs from both schools will meet regularly together to identify shared strategic priorities;
- Regular quality assurance and moderations would take place across both schools;
- Teachers would have the opportunity to share planning and other resources;
- Training e.g. joint INSETs and staff meetings; NQT programmes.

Pupils will also work closely together:

- Joint school council meetings;
- Shared collective worship;
- Inter school sports events;
- Enrichment activities e.g. visiting theatre or science workshops;
- Gifted and talented workshops.

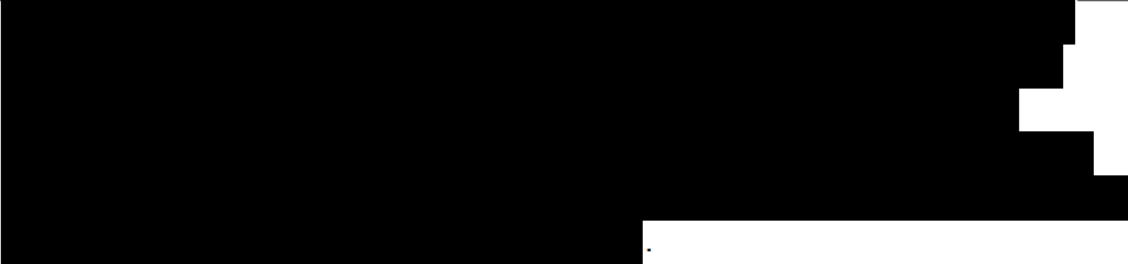
Some of these activities would also be open for other locality schools, as part of the school's aim to promote locality or 'hub' working and school improvement.

In the first year of operation (2017-2018) St Clement would need the following staff:

- A. **1x Headteacher:** The headteacher designate is [REDACTED]  
[REDACTED] In 2013 Ofsted said, 'The school is exceptionally well led by the headteacher'. [REDACTED]



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

- 
- B. **1x EYFS teacher / Phase Leader:** The school will require an experienced EYFS leader to set up the new Reception classes to ensure outstanding outcomes in the first year. High levels of publicity surrounding the proposed free school bid have ensured that local schools and EYFS teachers will be aware of career development opportunities at the new school. Adverts and recruitment material will be ready to go out before Easter 2017. The principal designate has a decade of recruitment experience in Shoreham and is confident about appointing an outstanding practitioner for September 2017.
- C. **1x EYFS teacher:** In addition to the EYFS Leader, an additional Reception teacher will be required for the second Reception class. Recruitment will be as for the EYFS Phase Leader.
- D. **0.5x PPA/cover teacher:** A part time (0.5) teacher will be required to cover the EYFS teachers for PPA and leadership time. There is a good pool of local teachers who wish to take on part time work. It would also be possible to share a part time teacher with St Nicolas and St Mary CE Primary School thus ensuring value for money.
- E. **2.0 to 2.5x Teaching Assistants (TAs):** Teaching assistants would be required with EYFS experience to support children in Reception. Depending on the needs of pupils in the class, additional TA support may also be required during lesson times. The teaching assistants would also be timetabled to undertake lunchtime duties, breakfast and after school clubs. Overall, between 2.0 and 2.5 TAs would be required.
- F. **School Business Manager (SBM):** Early investment in a full time Business Manager is essential to oversee the finances and growth of the school. The new SBM would be supported by the SBM of St Nicolas and St Mary CE Primary School as well as training from a financial software company and accountant consultant. There could also be a temporary secondment arrangement between the two schools to utilise and train up expertise across both schools.
- G. **Administrator:** The new school would require an administrator to cover all aspects of a running busy school office.

In the first year (2017-2018), the Free School is expected to be based in pre-existing mobile classrooms at the front of St Nicolas and St Mary CE Primary School. This will mean that the new school will be able to share some additional staff (for the first year

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

only) such as:

- H. **Premises Officer and Cleaners:** The Free School will buy caretaking and cleaning time from the host school. This could be on a per pupil basis (saving costs for both schools).

The two schools will also collaborate at a senior level:

- I. **School Business Manager (SBM):** Business and financial support from the St Nicolas and St Mary CE Primary School SBM will be paid for on an hourly basis. Having the SBMs from each school work closely together will be mutually beneficial. The Free School SBM will benefit from the experience of the St Nicolas and St Mary CE Primary SBM. In turn, the St Nicolas and St Mary CE Primary School's SBM will learn about academy financial systems which will help the founding school as it prepares to move towards academy status.
- J. **Senior Leaders:** St Clement CE Primary Academy and St Nicolas and St Mary CE Primary School will negotiate about how to make effective use of senior leaders from both schools for the benefit of all. This could include strategic planning, monitoring and quality assurance at both schools. The Designate Principal is expected to provide support and advice to the founding school to ensure standards remain high. Likewise, senior leaders at St Nicolas and St Mary Primary School will provide specialist support to the new fledging school. This will be closely monitored by both governor bodies and could include short term financial arrangements between the two schools i.e. St Clement could pay St Nicolas and St Mary Primary School for one day of SENCO support (on an 'at cost' basis).

St Clement CE Primary Academy would also negotiate with St Nicolas and St Mary CE Primary School, Chartwells (catering company), Your Space (Counselling Service / Play Therapists), grounds contractors and other service providers to ensure good value for money for these additional services.

#### **Contingency Plans**

Governors of St Nicolas and St Mary CE Primary School are fully aware of the risks and the need for contingency plans. St Clement CE Primary Academy will develop risk assessments based on those developed by St Nicolas and St Mary CE Primary School. In the short term, St Nicolas and St Mary CE Primary would be able to sustain the Free School project in case of unexpected staff issues e.g. illness.

St Clement CE Primary Academy is also part of a wider Deanery and Diocesan group of schools who are 'stakeholders' in the project. They are committed to seeing the project succeed and would provide additional emergency support if required.

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

**Indicative staff growth**

This chart indicates how the school will expand its staff team to deliver the planned curriculum and meet the needs of children.

(Note: excel spread sheet not required at this time)

<b>Staff/Pupils</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Number of pupils	60	120	180	240	300	360	420
Number of classes	2	4	6	8	10	12	14
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy/Assist. Principal	0	1.0	1.0	2.0	2.0	2.0	2.0
Class based teachers:							
- Phase Leaders	1.0	1.0	1.0	2.0	2.0	2.0	2.0
- Other teachers	1.5	3.5	5.5	7.0	8.5	11.0	13.0
TOTAL	2.5	4.5	7.5	9.0	10.5	13.0	15.0
Teaching Assistants	3.0	5.0	7.5	9.0	10.0	11.0	13.0
SBM	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Admin Assistants	1.0	2.0	2.5	3.0	3.0	3.0	3.0
Caretaking and cleaners	0.2	1.0	1.2	1.4	1.6	1.8	2.0
Other	Tbc						

Notes:

- a) SBM: The School Business Manager would be employed 42 weeks / year. (E.g. Extra time is required in August which is the end of the financial year).
- b) Deputy and Assistant Principals would have some teaching commitment of up to 0.5 particularly for the first three years of school growth. This could include intervention work and/or class cover. This would reduce teaching costs if required
- c) Teachers: Phase Leaders would be class-based teachers. "Other Teachers" includes cover for PPA and leadership time.
- d) Teaching Assistants (TAs) includes Individual Needs Assistants (INAs), Home School Link Worker (HSLW) and Midday Meals Supervisors. TAs would be term time only plus INSET days. The HSLW would initially undertake TA duties in the short term whilst the staff team grows. Their contract will reflect this split role.

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

Generally, EYFS will be allocated around 1.0 TA per class, KS1 will have 0.75 TAs per class and KS2 will have 0.5 TAs per class. Additional TAs may be required for children with Education Health Care Plans (EHCPs) or for specific intervention programmes. This will be reviewed when full costed.

- e) Admin assistants include clerk to governors, secretarial, PA and other office support staff. These roles will be term time only plus some INSET days. If the MAT is able to provide some shared 'back office' functions then the basic level of staffing may reduce. When the Nursery, Breakfast and After School Clubs start staff may have to be employed to oversee these services. These additional roles/responsibilities will be self-funding and so are not included at this stage.
- f) Caretaking – in the first year, services will be brought in from St Nicolas and St Mary CE Primary School. The jump in year 2 is because the school is aiming to have larger, permanent buildings.
- g) Other – Other staff will be employed once the school has year 1 children.

Nursery and Breakfast/After School club staff have not been included as these will be self-funding and not rely on the school's main funding stream. The level of staffing will also be reflected in the level of demand from parents. As the school population grows, so will the number of staff recruited to provide pre-school and wrap around care.

St Clement CE Primary Academy will keep staffing costs to 80-85% of income.



## **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**

#### **Admissions**

St Clement CE Primary Academy will have an open admissions policy, welcoming all children of all faiths/world views and none. As previously stated, the school will not have a church attendance or faith related oversubscription criteria.

Any child with a statement of special educational needs or EHCP naming the school will automatically be admitted to the school, under section 324 of the Education Act 1996. The Free School will have a similar Oversubscription Criteria to that for West Sussex:

1. Children looked after (children in public care), children who were previously looked after who leave care under a special guardianship or residence order. Evidence must be provided;
2. Children who need a place at the school on exceptional and compelling social, psychological or medical grounds. Evidence must be provided;
3. Children who live in the catchment area with brothers or sisters already at the school at the time of admission;
4. Other children who live in the catchment area;
5. Children who live outside the catchment area with brothers or sisters already at the school;
6. Other children who live outside the catchment area.

The proposal is that the catchment area will be 'Shoreham by Sea'.

The Free School will consult with the Diocese of Chichester, Local Authority and other admission authorities, others schools and the community about any changes to the admissions policy in line with DfE and Diocesan guidelines.

#### **Curriculum and British Values**

The broad and balanced curriculum will be based on that at St Nicolas and St Mary Primary School (See section D1).

St Clement CE Primary Academy will actively promote British values as set out in the 2011 Prevent Strategy and challenge any opinions and behaviours that are contrary to or undermine them. We will seek to foster an environment where there is mutual respect, tolerance and democracy, and where the rule of law and individual freedom



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

are respected. The values will be embedded across all areas of learning and school life and help to nurture the development of the whole child, in preparation for future life in modern Britain. We will help pupils understand the role of British values in society and this will be done in the following ways:

##### **1. Democracy**

The democratic process is very important to school life and pupils will be given the opportunity to voice their opinions within class discussions, through the election of different pupil candidates, pupil surveys and interviews with the senior leadership team. We will strive to involve all stakeholders in decision making processes and regularly seek the involvement of the whole school community including all staff, parents and governors. Examples will include:

- Learning about the history of democracy within a topic on the Greeks ;
- Class discussions (paired, grouped and whole class);
- Electing House and Sport captains and candidates for the School Council and other forums;
- Whole school (including pupils, staff and parents) voting on issues of the day;
- Voting for the name of a class bear (Reception Classes);
- Class monitors e.g. for letters, computers, PE etc.
- Open door policy (parents/carers), parent forums, consultations, questionnaires and workshops;
- Involvement of pupils in drawing up class rules/rights and responsibilities;
- Mock general elections during the National election period;
- Pupil interviews by Governors and Headteachers;
- Pupil and parent voice section on annual reports and SEND plans;
- Building Learning Power – Team Ant;
- Visits from our local MP.

##### **2. Tolerance of those of different faiths and beliefs and mutual respect**

As a Christian school, our strong ethos and behaviour policy will reflect the Christian value of *Respect and Friendship* for all. Our Religious Education curriculum will be reflective and will seek to promote an understanding of different faiths and beliefs, through high quality teacher led discussions, exploration of varied artefacts and resources and opportunities to visit different places of worship and receive visitors from different faith communities.

We will provide a caring environment where respect for each other is key within the relationships between all stakeholders. Examples include:

- The RE curriculum will include the study of Christianity and other world faiths such as Judaism, Islam, Hinduism and Buddhism;
- Persona dolls will be purchased to introduce different faiths from a young age;
- Visits and visitors from different faith communities will be welcome;
- Parents originating from other countries will be invited in to talk about their cultural traditions e.g. at Christmas;

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

- An RE resource library including artefacts and a wide range of books will be developed (Resources can also be loaned from St Nic's);
- Links will be developed with different schools e.g. from central London, continental Europe and Sierra Leone (with which the Diocese has a link);
- Recognising and learning about different cultural festivals;
- Learning different languages e.g. greetings during registration;
- Celebrating and experiencing other cultures through the Arts;
- Mixed age group peer mediators from KS2 supporting younger children;
- Building Learning Power – Reflective Owl and Team Ant;
- Use of social stories and comic strip conversations to encourage respect and positive relations with others;
- Specialist support / group work for pupils with social communication difficulties;
- Working with charities to encourage greater understanding of disabilities;
- Regular parent forums, PTA events, staff, governor and pupil council meetings;
- Following the 'Adur Politeness Protocol';
- House point system to reward excellent behaviour;
- Respecting and celebrating all achievements in and out of school;
- Organising joint activities with the local Catholic school and non-faith schools.

#### **3. The rule of law**

We reinforce the importance of laws and rules to ensure a firm understanding of good behaviour both in the classroom and beyond. Our Christian values help us to promote good life choices and enable children to understand the difference between right and wrong. Our consistent behaviour policy and House point system allow pupils to comprehend what is expected of them and provide sanctions and rewards. Regular visits from outside agencies e.g. the Police and Fire Services also show pupils how our British rules can help to keep them safe. Examples include:

- Teaching of the Christian values of justice, respect and responsibility;
- Clear Mission Statement provides a framework and guidance to all stakeholders;
- Class Rights and Responsibilities drawn up by pupils with their teacher;
- Consistent behaviour management system across the school;
- Visits from the Police and Fire Services;
- Year 6 presentation about the British legal system organised by local Magistrates;
- Internet safety day – training for parents/pupils and in school rules;
- Clear rules and risk assessments in place to keep us safe e.g. swimming;
- Year 6 Cycling Proficiency Course;
- House point system to reward excellent behaviour;
- Peer mediators from KS2 support younger children in their play at break-times;
- Pupil involvement in deciding rewards and sanctions;
- Talking about 'good choices' and 'bad choices' in the EYFS;
- Use of behaviour plans, social stories, comic strip conversations and individual reward systems to help specific children understand rules.

#### **4. Individual liberty**

Pupils are actively encouraged to make choices, knowing that they are in a safe,

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

supportive and caring, Christian environment. The education and boundaries we provide prepare children to make the right choices, for example in terms of safety or through bodies like the School Council, where pupil opinion and discussion can shape school life. Pupils are given the freedom to choose from a variety of extra-curricular activities to enhance their learning, as well as the option to enter competitions, organise events to support different charities and plan and lead assemblies. Examples will include:

- Pupil voice through the School Council and other forums;
- Volunteering for Class jobs/monitors;
- Peer Mediators to support younger pupils in making good choices at break times;
- Planning and leading charity events and leading collective worship;
- Freedom of discussion within the classroom (lessons and class worship);
- Choosing from differentiated learning tasks to suit their ability or challenges within the classroom;
- Choice from a wide range of clubs including art, sport, music and languages;
- Choosing books from the library and online maths activities;
- Pupils have reflection time, to respond to marking and make improvements;
- Encouraging healthy living through events like the Fun, Food and Fitness Week;
- Links with the wider community offer opportunities to learn outside the classroom;
- Some homework tasks and competitions allow space for personal choice and individual expression;
- 'Choosing time' within the EYFS and child initiated learning;
- Intervention is tailored to meet children's interests.

#### **5. Other ways we will celebrate being British**

At the new school we celebrate our national heritage and this will be reflected in our curriculum, assemblies and corporate life. Examples may include:

- Teaching of Christianity as the predominant British faith, through RE and worship;
- Celebrating key national events e.g. 'street' parties for the royal events;
- Our London Topic in Year 1, which includes learning about our Royal family;
- Learning about and commemorating key dates in the British calendar e.g. Saints' days, Burn's Night and Remembrance Day;
- Learning about important events in British history e.g. the Stone, Bronze and Iron Age (Year 6), the Anglo Saxons and Vikings (Year 5), the Tudors (Year 4), the Romans (Year 3), the Victorians (Year 3);
- Supporting our National teams during sporting events, like the Olympics and World Cup, through activities and assemblies;
- Singing traditionally British songs e.g. the National Anthem and 'Sing' by Gary Barlow.



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

##### **Integration**

St Clement CE Primary Academy will aim to attract pupils from different backgrounds and different communities and ensure that they feel welcome and play a full and active role in the school by:

- Website, prospectus and other publications will portray positive images;
- Staff will model welcoming behaviours and language;
- Offering a range of opportunities to engage with the school e.g. on the school gate, coffee mornings, parent forums, learning partnership days etc.

##### **Further Information**

St Clement CE Primary Academy will be designated a Church of England school. The school will work closely with parents and pupils to ensure that their needs are met. Parents will be encouraged to share any information that will help the school meet the needs of individual children. This could include information about important festivals, religious dietary requirements and so on.

Parents with minority religious or cultural backgrounds will be warmly encouraged to participate in the life of the school and share their stories. Pupils will be encouraged to listen and respect all – particularly those with backgrounds or beliefs that are different to those.

Daily Collective Worship will normally last up to 15 minutes per day. Special services for Remembrance Day, Harvest, Christmas and Easter will be between 30-60 minutes. There will be a termly Eucharist Service which could be around 30 minutes.

RE will be timetabled for 1 hour per week. The syllabus will be in line with Diocesan guidelines and Section 48 SIAMs 'outstanding' expectations.

The school will make it clear to parents that they have the right to withdraw their child from Religious Education and/or Collective Worship. Parents who wish to withdraw their child from collective worship or RE will have the opportunity to discuss alternative options for their child. This could include alternative prayer/worship, finding out more about their own religion, PSHE work or curriculum enrichment activity as appropriate. The key is that the school will work with parents to identify what they want.

The curriculum will prepare children for modern British life and seek to promote high levels of integration as described in the section on British Values above. This includes plans to ensure pupils have the opportunity to meet adults and children of other faiths and backgrounds as St Nicolas and St Mary CE Primary School has successfully done.

Creationism will not be taught as a valid scientific theory and evolution will be taught as

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

outlined in the national curriculum for science.

All policies will be subject to consultation and parents will be encouraged to 'have a say' on key policies such as RE, SMSC, PSHE and Collective Worship.

The uniform policy will be sufficiently flexible to allow children to wear alternative clothing in line with mainstream religious preferences. Small discrete religious symbols will be permitted subject to health and safety requirements.

The school will ensure that any catering arrangements or contracts take into consideration children (or potential children) with a religious dietary requirement.

Standards of behaviour are expected to be outstanding and the school will adopt strong anti-bullying policies and procedures developed at St Nicolas and St Mary CE Primary School.

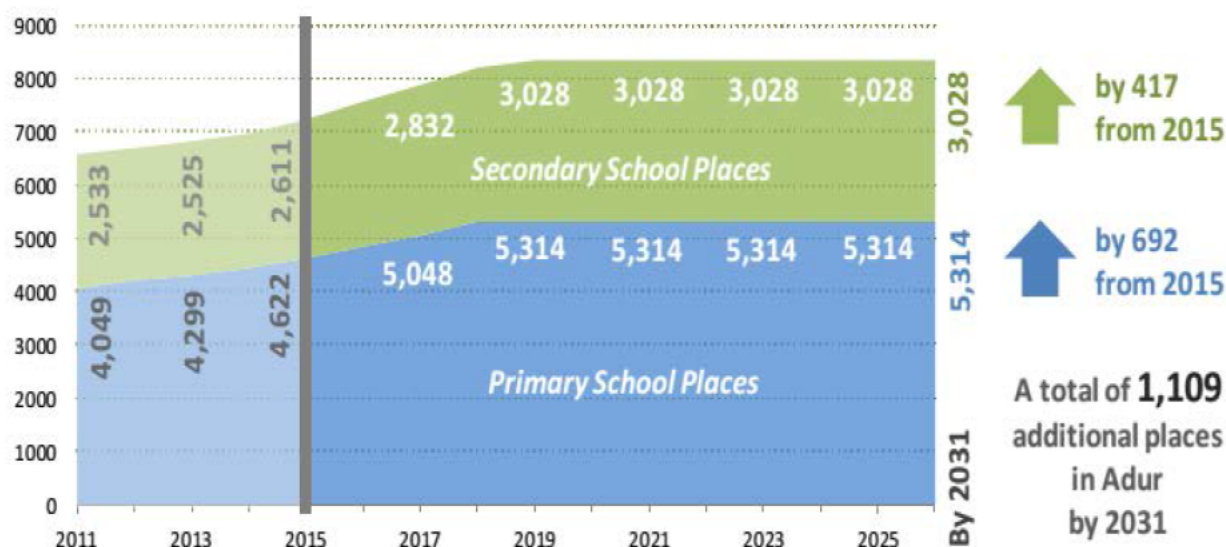
All staff recruited to the school will expect to be supportive of the school's ethos but there will not be a faith requirement other than for the Principal who is expected to be a practising Christian.





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

dated as population growth continues to exceed predictions. West Sussex predicted growth in pupil numbers across Adur (Shoreham and Lancing) is as follows:



Notwithstanding careful research and consultation with local headteachers (February 2016), West Sussex still underestimated the number of children requiring school places in Shoreham for September 2016. Despite a number of schools expanding, several schools were oversubscribed and WSCC was still short of places in Shoreham. This resulted in Swiss Gardens Primary School (Shoreham town centre) being directed to take an additional 27 children (i.e. one extra form of entry).

It is not possible to commission any expansion of existing primary schools because they are either already expanding or have no space to do so.

- Buckingham Park School is already in the process of expanding from 2FE to 3FE.
- St Nicolas and St Mary CE Primary School is already expanding from 1FE to 2FE.
- Swiss Gardens Primary School (2FE) is a town centre school with no room to expand – although it now has a temporary mobile classroom in the car park to accommodate an additional ‘bulge’ of children.
- The Shoreham Beach (1FE) site is significantly undersized and does not have a field let alone room to expand.
- St Peter’s RC Primary School has a relatively small site and access issues. It cannot take additional children.
- Glebe Primary School in Southwick is also expanding from 2FE to 3FE

As expansion is no longer possible, a Free School is the only option.

The reasons for growth are:

- 1. Residential development** – A number of housing developments have been completed or will be over the next couple of years. This not only increases the

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

population size but the proportion of children generated. West Sussex (The West Sussex Planning School Places document, February 2016) commissioned an extensive study from Cognisant Research Ltd to investigate the links between new housing and new children. They visited a targeted sample of 10,046 dwellings across the county and 69.5% of the households questioned were the first occupiers. They found that, “although occupants of the existing stock of housing will continue to generate new children as part of the natural change cycle, new housing adds to this. In particular it leads to proportionately more children per 1,000 new dwellings than per 1,000 existing dwellings.” Adur Council (covering Shoreham and Lancing) state that 3,638 homes are planned through till 2031. In addition the Shoreham Harbour Joint Area Action Plan is planning an additional 1050 homes in Shoreham and Southwick and 400 in Brighton over the same period.

Current and recent developments in Shoreham include:

- **Orchard Gate** – Upper Shoreham Road, Shoreham-by-Sea, West Sussex This recent redevelopment on part of the Southlands Hospital Site created an additional 106 dwellings, 30% of which were deemed affordable
- **Former Northstar Garage** – Upper Shoreham Road 16 homes recently built and now occupied.
- **Former Southlands Hospital Site / Shoreham Crescent** – Upper Shoreham Road, Shoreham-by-Sea, West Sussex – 113 dwellings are currently under construction by Taylor Wimpey. 14 smaller properties will be ready by November 2016 and some larger houses in early 2017. Anecdotal evidence is that families, or those wishing to start a family, are moving to this development from Brighton, Worthing and beyond.
- **Ropetackle North** – Riverbank Business Centre, 39 Old Shoreham Road, Shoreham-by-Sea, West Sussex  
Construction has started for the ‘Ropetackle North’ redevelopment project which includes 120 houses and apartments as well as a river front café, 70-bed hotel and a range of commercial units. A proportion of the dwellings will be ‘affordable’.
- **Parcelforce Site** – 79 - 81 Brighton Road, Shoreham-by-Sea, West Sussex. Construction work has started on new mixed-use building including 132 dwellings; 27% of which will be affordable units
- **Adur Civic Centre**, Ham Road, Shoreham-by-Sea, West Sussex, BN43 6PR – redevelopment includes proposals for a hotel, commercial property and ‘a number of high quality residential units ranging in size from 1 - 3 bedrooms, 30% of which will be affordable properties’
- **Morrison’s** – Land adjacent to the Ham Business Centre, Brighton Road, Shoreham-by-Sea, West Sussex.  
Adur Planning Committee resolved to grant planning permission for a new Morrison’s store and other development including 70 residential units. Planning application for mixed-use development is expected shortly.
- **Oyster Quay** – Development of 9 residential units nearly sold out.
- **Former Eastbrook Allotments and Market Garden** – Southwick, Manor Hall Road – Additional residential property could be built on these disused sites in the near future.



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

- 2. Social Housing** – A significant proportion of the above developments include a proportion of social housing. The West Sussex Planning School Places document (February 2016) states that, “Higher numbers of children are also indicated in social housing than in open market housing of a similar size and type. Both factors will have implications for pupil place planning in areas across the County especially if the levels of social housing in new developments rise (currently 40% in some districts).”
- 3. Families living in flats** – Young families cannot afford traditional family homes and despite recently built properties, there are not enough of them. This means that potential parents are starting a family whilst living in flat accommodation and then finding that they cannot move on to a larger property. Shoreham has a high and growing number of flats which are now being occupied by families with young children. WSCC research also found that, “pupil numbers are being generated by types of housing previously thought not to necessarily house children, for instance, one bedroom flats.” (West Sussex Planning School Places, February 2016)
- 4. Multigenerational households** – Anecdotal evidence indicates that young families are also moving in with grandparents as they cannot afford or find suitable affordable accommodation. In particular, parents who have separated may have less financial resources and are more likely to share accommodation with their own parents.
- 5. ‘Brighton drift’** – Survey undertaken (July-Sept. 2016) in collaboration with ‘FAST’ indicates that 39% of families have children who were born outside of Adur. Nearly two thirds (61%) of families who have moved to the area have done so from Brighton and Hove. (Based on 227 children and 121 parent online responses from 12 Adur schools)

St Nicolas and St Mary CE Primary School, has an outstanding reputation in the area due to its high academic results, outstanding behaviour, creative curriculum, ethos, nursery and extended school services. The school is highly over-subscribed and local parents are therefore very supportive of a ‘sister’ school being opened. Typically St Nicolas and St Mary CE Primary School show around 150 prospective families around the school for 60 places. Demand simply outstrips supply and the number of first preferences is significantly higher than the places available. The main reason why more families do not apply for a place at St Nicolas and St Mary CE Primary School is because they do not meet the church attendance oversubscription requirement and know that they have a lower chance of admittance. St Clement CE Primary Academy will have ‘open admissions’ and so will undoubtedly attract more families.

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 campaign for a new Free School in Shoreham was started by a group of parents from Swiss Gardens Primary School. Due to a lack of school places, the local authority directed Swiss Gardens, at very short notice, to have 3 rather than 2 forms of entry for September 2016. Parents at Swiss Gardens fear the impact of expansion on what is already a very small site and so formed an action group, “FAST” (Future of Adur Schools Team) to ‘*campaign against Swiss being expanded in any way*’ and to ‘*get behind the idea of new schools in Shoreham and start campaigning for it to happen*’.

St Nicolas and St Mary CE Primary School has worked collaboratively with FAST to raise awareness of, and the need for, a new Free School.

FAST have organised public meetings, written to the local paper and contributed to online forums. They have lobbied local politicians and met with the local MP, Tim Loughton. They have actively researched into how and why pupil numbers are growing to demonstrate the need for a new school – see Section E1

On Facebook, 160 parents have signed up to the ‘*Swiss Gardens 3 form entry views and news*’ group who have discussed what is happening extensively.

298 people have signed an online petition against expansion of Swiss Gardens, along with around 100 who signed the paper petition, both of which have been submitted to WSCC.

The local MP (Tim Loughton) called a meeting (20/06/16) for local heads, councillors and representatives from West Sussex County Council to discuss the issue. Mr Loughton suggested that a “good local school set up a satellite” to meet the needs of the local community. St Nicolas and St Mary CE Primary School, as the leading school in the area and with the strongest track record, offered to take up this challenge.

The Full Governing Body of St Nicolas and St Mary CE Primary School has agreed that St Nic’s, as a ‘good’ school should set up replica school in the area.

In July emails were sent to all local schools outlining the proposals to set up a new Free School and heads were invited to a meeting to discuss the proposals further.

A public meeting was held on 12<sup>th</sup> July 2016 to explain the case and vision for a new Free School in the area. Letters were sent to all local schools to forward to parents and

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

the event was widely publicised on social media. Nearly 100 local people attended the meeting with parents and professionals from at least 10 local schools, several nurseries and other interest groups and individuals. There was strong support for a new school including that it would be 'Church of England' provided it had open admissions.

The main concern was that there would be an oversupply of places and some, less successful schools, would lose children and therefore funding. There was also concern that if a new school did not open for September 2017 then another school would be directed to take a 'bulge' year group in a mobile classroom.

St Nicolas and St Mary Primary School has worked with FAST to design and promote surveys via social media, local media and local schools email or texting services. Local heads agreed to circulate an online questionnaire to parents in order to gather more data – this generated over 100 responses.

On 19<sup>th</sup> July the Shoreham Herald reported on the public meeting on their website. That week, a positive article was published on the front page of the Shoreham Herald raising the profile of the proposed Free School further.

An email account has been set up [NewSchool@stnm.org.uk](mailto:NewSchool@stnm.org.uk) for members of the local community to ask questions, offer support and return surveys. One person wrote, '*I can't think of a better team to make this (Free) school a reality*'

Through the consultations it became clear that local parents and campaign groups want open admissions because, although they support the ethos of a faith school, they do not necessarily attend church and so are unable to get a place. This policy is supported by the Governors of St Nicolas and St Mary CE Primary School, the MP, LA and Diocese.

On 25/7/16 the Diocese of Chichester Education Trust (DoCET), chaired by the [REDACTED] [REDACTED] gave their support to the proposal for a Free School in Shoreham including the proposals for open admissions and to be part of a Brighton and Hove MAT.

In July, a letter was sent to the parents of St Nicolas and St Mary CE Primary School giving further information about the Free School proposal. The overwhelming response has been that this is a good idea because, for example, "*St Nic's is such a great school.*"

A meeting was held with representatives from the [REDACTED] [REDACTED] on 31/08/16 to discuss proposals to set up a new Church of England Free school in Shoreham (and elsewhere).

On 2/9/16 the free school proposal was discussed with Tim Loughton MP who firmly pledged his support for St Nicolas and St Mary CE Primary School to set up a replica school in his constituency. He has received many letters over the years from parents



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

who have not got a place at a church school and he fully backs the proposal.

On 26/7/16 a further article was published on the Shoreham Herald website about the Free School and “plans for a new school get underway.”

A further positive article was published by the Shoreham Herald on 19/09/16. (See Annex A)

The demand for places at a faith school outstrips demand. Currently the only faith schools in the whole of Adur (Shoreham and Lancing) are St Peter’s RC Primary School (1FE) and St Nicolas and St Mary CE Primary School (2FE). This means that currently there are only 3FE out of 16FE or 19% of places available at faith schools. The feedback from parents is that they would like more church schools.

The overwhelming response from parents in the local community has been that they want a school with the reputation and leadership of St Nicolas and St Mary CE Primary School to set up a ‘sister’ school in the area: a local solution for local children. One survey respondent wrote about the Free School proposal, “I think it is great that [REDACTED] [REDACTED] is rising to this challenge.” Another said, “I believe [REDACTED] and his team would be the right people to start a free school.”

Our future engagement strategy will focus on:

- Listening to prospective parents to understand the needs of their families
- Shaping the school curriculum, ethos and ‘offer’ in line with community priorities
- Informing parents about the proposed Free School and how to apply for a place (subject to a successful application)
- Allaying the concerns of other schools concerned about over-supply of places.
- Liaising with the LA and local schools about admission arrangements.

A draft prospectus or information pack will be published in October 2016 outlining the draft vision, curriculum and ethos of the proposed school. This will be published online and given to prospective parents who have a child starting school in September 2017.

St Nicolas and St Mary CE Primary, as the school of choice, is heavily over-subscribed and 100+ prospective parents typically attend a presentations during the Autumn term. As well as giving families information about St Nic’s, parents will also be given information about the proposed Free School including a form to register interest in applying for a place. There will also be an Information Evening specifically about the new Free School where there will be an opportunity to influence the vision, curriculum and ethos of the proposed school in late November.

See Annex A for text of letter sent to local parents and carers and article in the media.



## 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]	Portslade  (Formerly Bedford)	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	Hove	[REDACTED]	[REDACTED]	[REDACTED]	As req.
[REDACTED]	Shoreham	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	Shoreham	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	Shoreham	Yes (V [REDACTED])	[REDACTED]	[REDACTED]	3
[REDACTED]	Steyning	[REDACTED]	[REDACTED]	[REDACTED]	5

[REDACTED]	Brighton	[REDACTED]	[REDACTED]	[REDACTED]	30 (from Jan. 2017)
[REDACTED]	Brighton	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	Shoreham	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	Shoreham	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	Portslade	[REDACTED]	[REDACTED]	[REDACTED]	As req.
[REDACTED]	Shoreham	[REDACTED]	[REDACTED]	[REDACTED]	2-4

	Shoreham				3
	Shoreham (South- wick)				4
	Shoreham				2
	Shoreham				2
	Shoreham				3

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

A new school is required for September 2017 as explained in Section E1. It is acknowledged that the timescale to open this propose new school is very short. However, because an established school with a strong track record and leadership capacity will set up the new school, this will be possible. It should be noted:

- The Core Group has the time, capacity and expertise to open the new school.
- A significant pool of people has been identified from which local governors can be appointed.
- The principal designate has been identified and has the capacity and time to undertake the required tasks prior to opening.
- Key staff (e.g. School Business Manager and Premises Staff) will be available for the pre-opening and first year of operation from St Nicolas and St Mary CE Primary School.
- Any additional staff such as an EYFS teacher and support staff can be recruited from April 2017 prior to opening.

The Free School has a strong and experienced team who have come together with the aim of setting up an outstanding new school in Shoreham. The proposal has attracted significant offers of support from the local community and has been able to draw on the expertise of St Nicolas and St Mary CE Primary, other local schools (CE and non-CE) and the Diocese of Chichester.

St Clement CE Primary Academy would fall under the remit of, and be supported by, the well-established Diocese of Chichester Education Trust (DoCET) whose members are:

- [REDACTED]
- Archdeacon appointed by the Bishop of Chichester – (Vacant)
- [REDACTED]
- [REDACTED]

The current directors on DoCET include:

- [REDACTED]

DoCET would ultimately appoint the trustees of the MAT that the St Clement CE Primary Academy would accountable to. However, a number of potential trustees have already been identified (see section F1a) with a wide range of experience and expertise. In addition, it is expected that some trustees would be drawn from the successful governing bodies of other CE schools that are committed to joining the MAT as well as local diocesan representatives.

Local governors would predominately be appointed from the pre-opening team subject to approval from the Trustees who would ensure that there is the appropriate skill set.



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

Staff and parent local governors would be elected in due course.

The principal designate is [REDACTED]. It should be noted that the governors of St Nicolas and St Mary CE Primary School have a strategic succession plan to maintain effective leadership within the current school. Whilst [REDACTED]

[REDACTED] subject to formal appointment, as it moves towards academy status.

The Principal Designate in conjunction with the Core Group and, in due course, the new Local Governing Body will manage the project. This will be supported the by the Diocese and MAT board when appointed.

St Clement CE Primary Academy will be able to buy into the Service Level Agreement (SLA) from the Diocese of Chichester schools team, headed up by the [REDACTED], [REDACTED]. She is responsible for senior leadership appointments as well as supporting school leaders across the diocese to enable them to achieve best outcomes for children spiritually, morally, socially and culturally alongside strong academic expectations. [REDACTED] has responsibility for a growing team of Diocesan Improvement Partners with a strong track record of supporting schools. The Diocese can also provide expertise in buildings and finance. For example [REDACTED] [REDACTED] has responsibilities for Free Schools

St Clement CE Primary Academy would be part of what will probably be the first school-led MAT within the Diocese of Chichester. However, links have been developed with another local school-led MAT (New Horizons / Seaside Primary Academy – outstanding) and good practice, documentation and knowledge have already been shared both ways. St Clement CE Primary Academy can also benefit from the experiences and knowledge of DCAT (Diocese of Chichester Academy Trust), which the Principal Designate has spent a one-year secondment with.

The Core Group will comprise of around 8-10 key individuals will draw up the overall strategic plan to open the new school and manage the wider pre-opening team. They will also liaise with DoCET and the Board of Trustees of the MAT when it is set up.

The pre-opening team will meet monthly from October 2016. If and when the DfE grant approval for the new school, the pre-opening team will launch sub-groups or working parties to cover key areas including:

- Finances: Systems and budgeting; procurement;
- Communications: Marketing and admissions
- Staffing: Recruitment; Training

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

- Premises: Short term and permanent buildings; health and safety
- Health and Safety: Safeguarding
- Curriculum: Teaching learning and assessment; SEND
- Ethos: Collective worship and SMSC
- Leadership and Governance: Vision; Strategy

The Core Group team will draw on the support and expertise of the wider pre-opening team who may join sub-groups as and when required.

Once the Diocese of Chichester Education Trust (DoCET) have appointed Trustees of the MAT, the Trustees will meet to consider and appoint local governors for St Clement CE Primary Academy. Both the board of Trustees and Local Governing Body will meet (separately) on a monthly basis to drive the project forward.

A clerk will be appointed to minute both trustee and local governor meetings.

██████████ will be the lead Anglican Priest on the working party and will be supported by ██████████ who has well-established community and church links across the wider Shoreham area.

Shoreham headteachers acknowledge that St Nicolas and St Mary CE Primary School has the capacity and reputation to set up a successful free school and consequently meet urgent basic need.

The proposal to set up a new free school is supported by CE headteachers within the Deaneries of Brighton and Hove, who acknowledge that this could be the catalyst to set up a MAT for the area. Some of the Brighton and Hove headteachers have considerable experience of supporting other schools with leadership challenges and working proactively on collaborative school improvement projects.

Links have also been made with other MATs (CE and non CE) and good practice and information shared.

## 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
<p>Legal</p> <p>Financial systems</p>	<p>Core group / Pre-opening team</p>	<p>Overall the pre-opening team has a good range of skills covering most of the required areas to set up a new free school.</p> <p>The main skill gap is ‘legal’ expertise. The pre-opening team will invite legal firms with the relevant educational experience to bid for a contract to set up the new school and MAT.</p> <p>The second area where greater skills are required is the setting up of financial systems and software suitable for an academy within a MAT. The pre-opening team will take further advice from existing MATs about different software options and then approach relevant companies. Suitably qualified financial staff may also need to be recruited or trained for the MAT and/or Free School to increase financial expertise and capacity. St Nicolas and St Mary CE Primary School governing body has a qualified accountant who could offer some support.</p> <p>Although there is significant building and project management expertise within the team, close working with the EFA to establish new premises will be essential – particularly in securing the site.</p>

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
To be determined  - Possibly legal	Trustees	Brighton and Hove Headteachers and Chairs of Governors will be working with the Diocese of Chichester to recruit potential Trustees. The Diocese has many years of successful trustee and governor recruitment. The Diocese of Chichester Education Trust (DoCET) will make the final decision/confirmation regarding the appointment of Trustees in early 2017. A skills matrix will be used to ensure that the appropriate balance of skills are represented on the board of trustees.  Advice will also be sought from an NLG (National Leader of Governance) who is supporting the project.
To be determined  - Possibly financial	Local Governing Body (LGB)	The Trustees will appoint the appropriate LGB members using a skills matrix and NLG advice to ensure good skills coverage. The trust board will draw on members of the core / pre-opening team who have the relevant skill set as well as the wider community.
To be determined  - Financial training on new systems likely to be required.	Staff	The new Free School will be able to draw on the knowledge and expertise of St Nicolas and St Mary CE Primary School as well as other schools and MATs if there are any skill gaps – particularly in the pre-opening stage and first two years of operation when the school staff team will be relatively small.  The Free School will also work with the South Downs Alliance (Shoreham Academy) and Teaching Schools to complement and quality assure skills within the staff team.





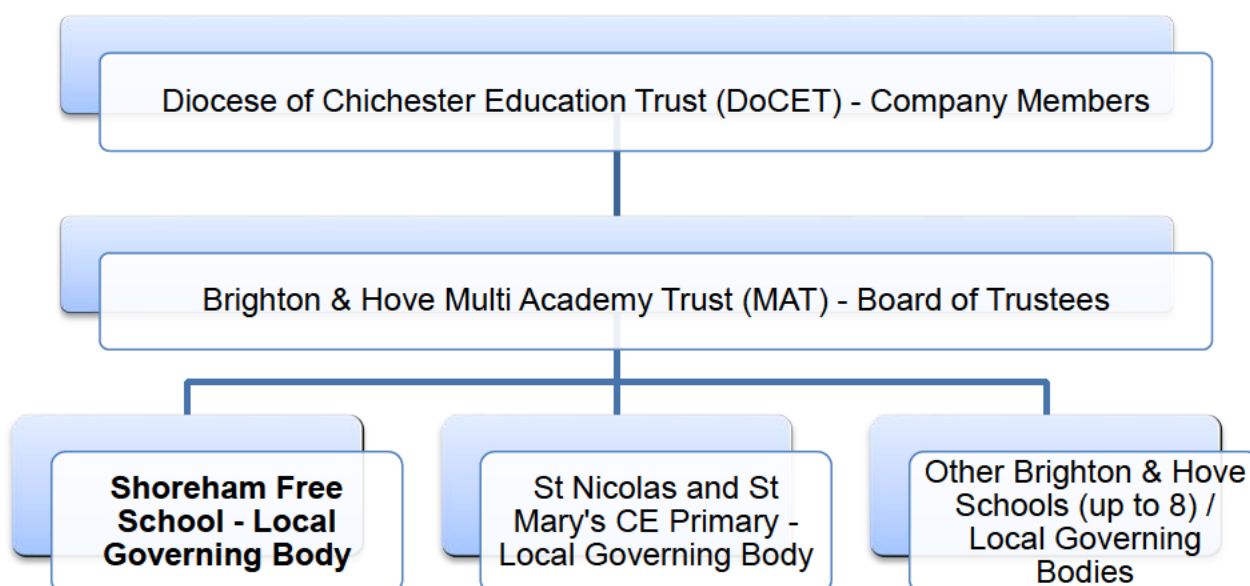
## F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

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

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

The diagram below shows the proposed relationship between the Free School and other key parties.



The Diocese of Chichester Education Trust (DoCET) is currently responsible for one MAT (Diocese of Chichester Academy Trust) and several stand-alone academies. DoCET has given consent for a new Shoreham Free school to be part of a Brighton based MAT. DoCET company members are responsible for appointing the Trustees of MATs, receiving reports on finance and strategy from the Board of Trustees and approving auditors and annual accounts. They can also agree and amend the Articles of Association and call Extraordinary General Meetings.

The Brighton & Hove MAT will be set up from Autumn 2016 with potentially three schools joining from Autumn 2017. The Free School would also be part of this MAT. The Board of Trustees are responsible for entering into funding agreements with the DfE and has responsibility for strategy; educational performance; financial management, including the internal system of controls; operational management, including senior appointments and salaries; other recruitment and employment; risk management; holding Principals to

## **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**

account; and compliance with charity and company law. They also review the scheme of delegation for LGBs and appoint local governors. The Board of Trustees would withdraw delegated responsibility for Free School (or any other academy in the MAT) if required. A substantial business plan (See section C1) has been drafted for the MAT.

St Clement will retain close links with St Nicolas and St Mary, as the founding school, but will be a separate entity with its own local governing body (LGB) and substantive headteacher/principal. However, economies of scale and in particular educational expertise will be shared across both schools. This model can then be replicated across the wider MAT. The LGBs will have delegated responsibility for the operation of their individual academy within the overall strategic direction and framework of delegation set by the Trustees.

The LGBs meet 6 times a year and committees and working groups can be established as necessary.

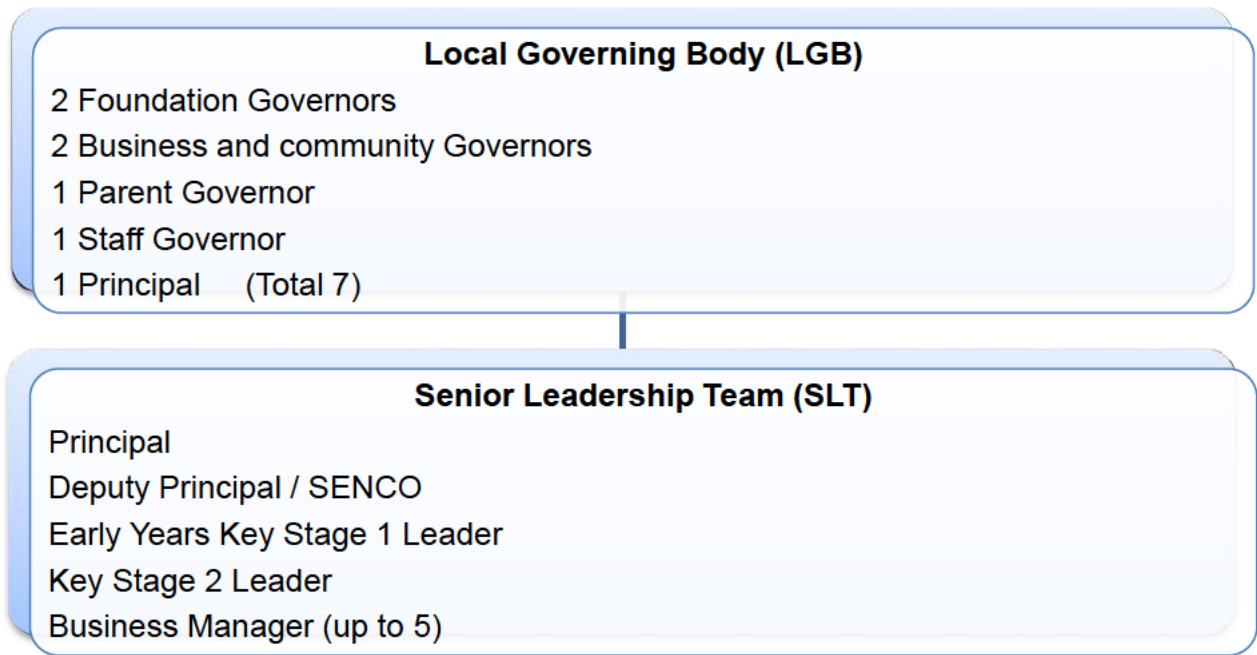
### **Local Governing Body (LGB) and Senior Leadership Team (SLT)**

Governors appointment to the LGB will be in agreement with the MAT board of trustees, using a skills matrix to ensure that the LGB as a whole has the required skillset. The LGB will elect a chair and vice chair and assign other governor responsibilities such as safeguarding, disability and equality.

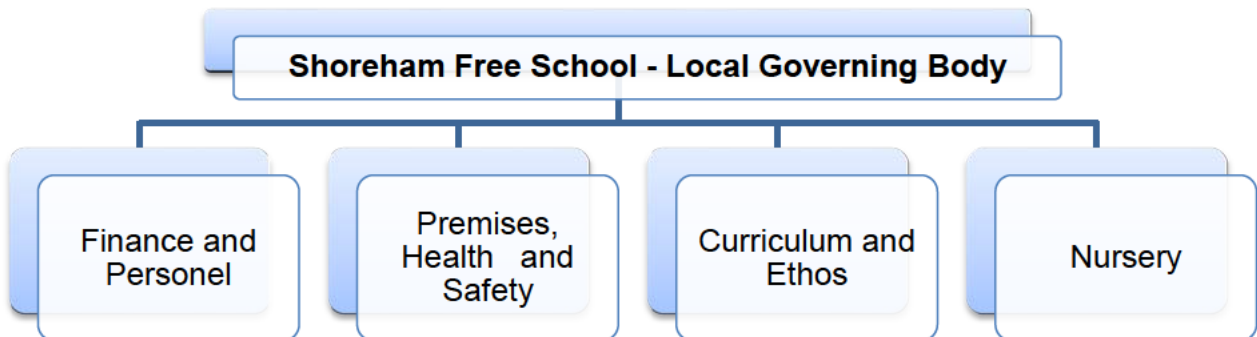
Initially the SLT will comprise of the Principal and Business Manager until the school has grown sufficiently. The SLT will be supported by leadership expertise from St Nicolas and St Mary's Primary School. The Principal will be held to account by the LGB who in turn will be held to account by the MAT board of trustees. The Principal will be responsible for all day to day aspects of the school and work in line with the National Standards of Excellence for Headteachers which covers the four 'domains' of 1) Qualities and knowledge; 2) Pupils and staff; 3) Systems and process; 4) The self-improving school system. In particular the Principal will have responsibility to promote the development of the MAT and collaborative working with other local schools.

The Free School will negotiate a Scheme of Delegation, based on models provided by National Governors Association, with the MAT. This will detail lines of responsibility between the MAT and the Free School.

**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**



**Local Governing Body and committee structure**



Other sub-groups will be drawn together as required e.g. for Performance Management, Admissions, Disciplinary hearings etc.

**Key Partners**

Other key partners will include:

- SCLP Teaching School Alliance – who will provide external validation of judgements in line with Ofsted frameworks and support the performance management of principals within the MAT, including the new Free School.
- Local universities including the University of Brighton which St Nicolas and St Mary CE Primary School has an excellent, long-term relationship with.

## **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**

- Local Businesses e.g. (Under negotiation)
- Other locality schools including Eastbrook Academy (Reach2), Holmbush Academy (Brighton University) and Seaside Academy (New Horizons), Shoreham Academy (An outstanding secondary - United Learning) and other schools who have not yet converted. St Clement CE Primary Academy will work alongside St Nicolas and St Mary which has been a leading player in the locality: The head was the lead head for many years and the school currently takes a leading role for moderations, SBMs and the deputy network.

A key priority of the new school is to help re-establish effective locality working to drive school improvement and raise standards.

### **Conflicts of Interest**

There are no known conflicts of interest and any that do arise will be dealt with in line with the Academies Financial Handbook. Appropriate internal controls and scrutiny will be in place alongside appropriate policies such as 'whistleblowing'. A culture of transparency and openness will be fostered and the 'seven principles of public life' promoted. All relevant parties will be required to declare relevant business and pecuniary interests and record this in a register. Whistle blowing policies will be in place

### **Governor Recruitment and Training**

Governors will be recruited via local networks and individuals

- Future of Adur Schools Team (FAST) – Parent group campaigning for new school
- Business Breakfast Network and other business contacts
- Diocese of Chichester and local Churches (including non-Church of England)
- Tim Loughton MP and local councillors
- Parents and contacts of St Nicolas and St Mary's CE Primary School
- Other schools

Some governors may initially be part of the pre-opening team. All governors will be appointed according to skills matrix in order that the necessary skills are present on the board. All governors will be expected to undertake relevant governor training via the Diocese, a local authority, teaching school alliance or other party.

In the short term, the governors of the new school will be supported and mentored by governors from St Nicolas and St Mary CE Primary School as well as an NLG (National Leader of Governance).



### **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.

<b>F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector</b>
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n/a
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### **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>
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n/a
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### **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>
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n/a
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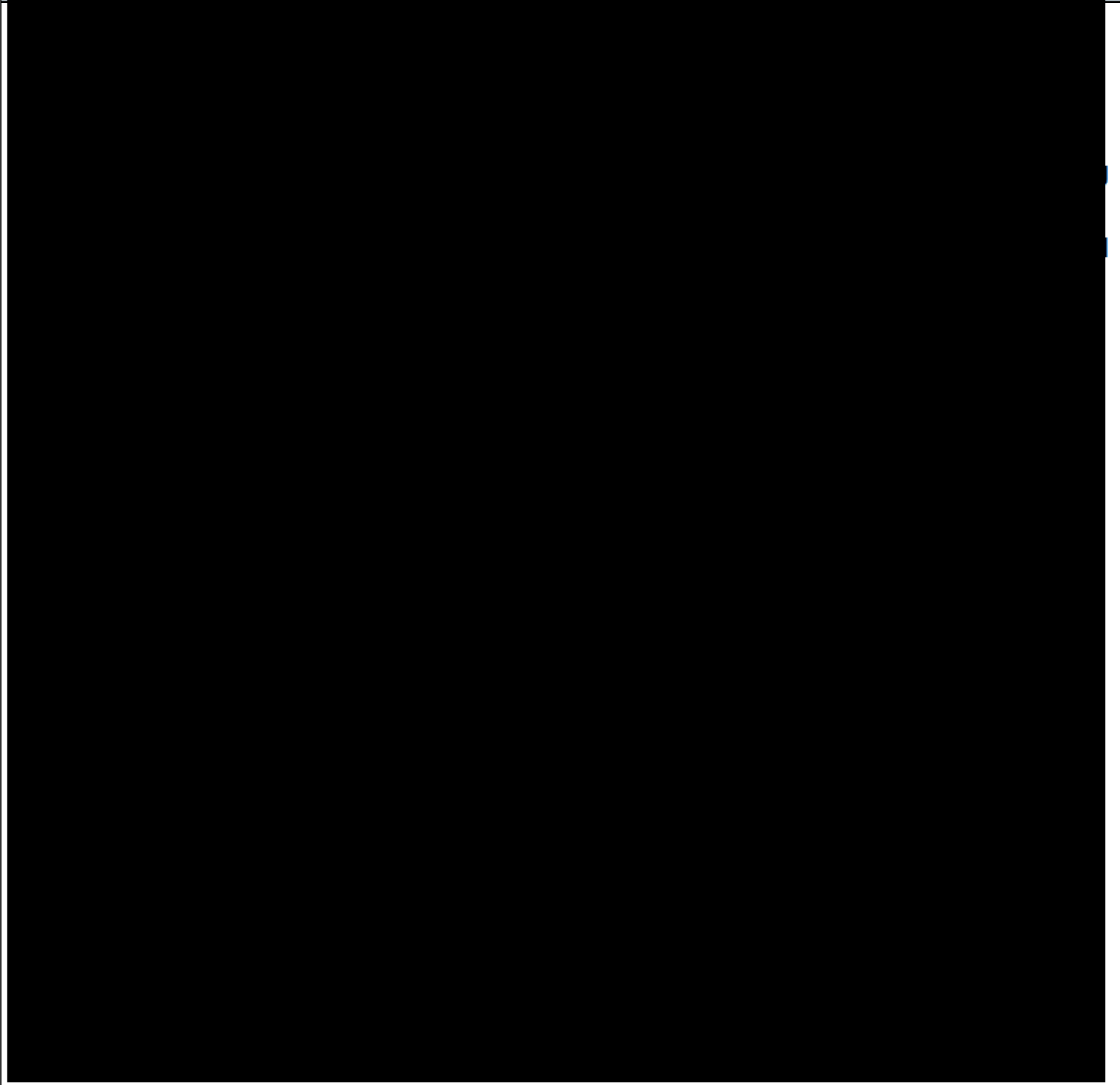
## Section G – budget planning and affordability

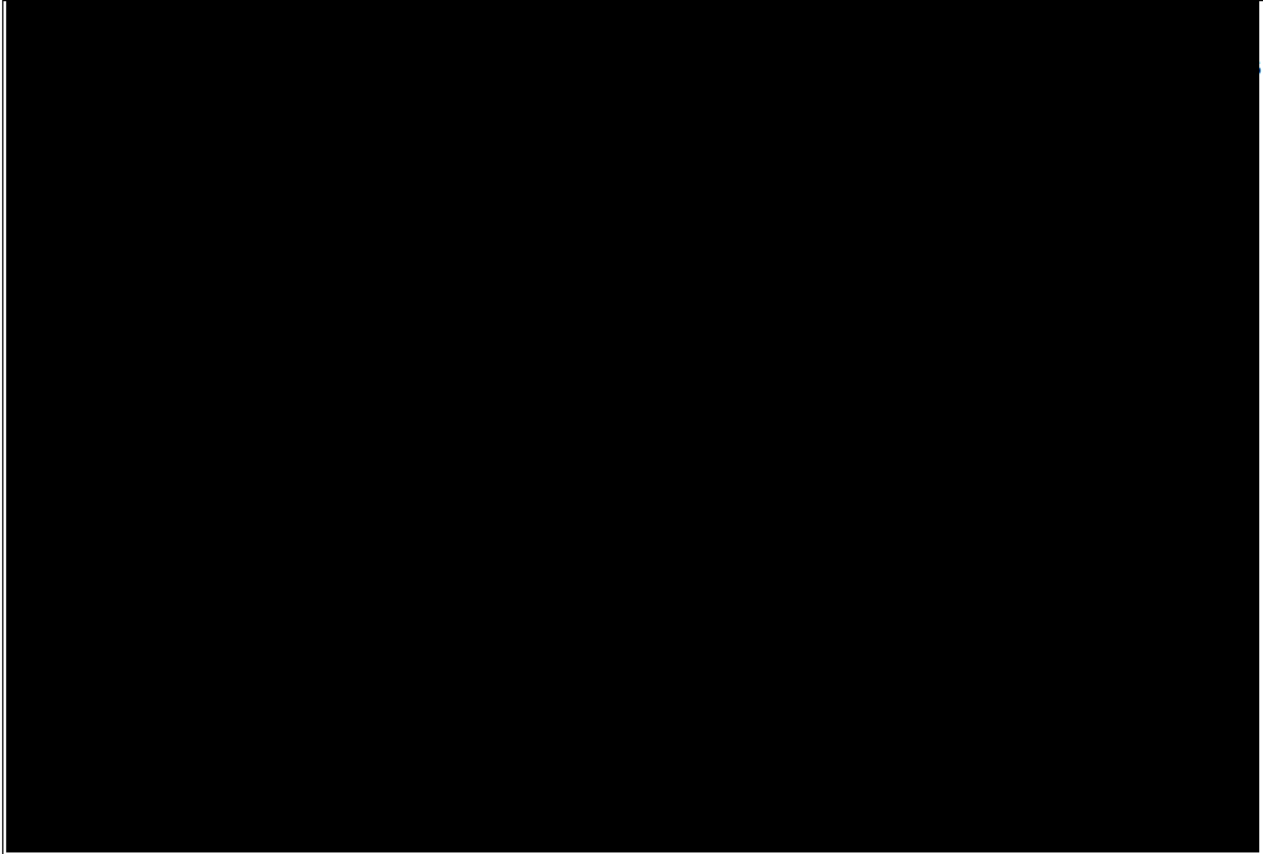
All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

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





## **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.

### Annexes

**Annex A: Publicity** – letter to parents and article in local media

**Annex B: CVs**

**Annex C: Map** – showing approximate locations of schools, building development and possible sites for a new Free School

**Annex D: Pupil Projections** – data from West Sussex County Council

**Annex E: Letters of support**

1. [REDACTED]
2. Tim Loughton MP – Member of Parliament for East Worthing and Shoreham

**Letter to parents and carers**

The following letter was sent to parents and carers and published online on 12/07/2016:

Dear Parents and Carers

**A new school for Shoreham**

Shoreham is a great place to live, work and learn. We probably all know people who have moved to the area or want to raise their family in the town. It is great to be in a lovely part Sussex – but the population is rising.

There is a growing demand for school places in Shoreham and beyond. Several schools are in the process of expanding but more places are still needed. Some schools do not have the space for additional children or to extend their buildings. The local authority can extend schools but cannot open a new school.

The governors of St Nicolas and St Mary CE Primary have agreed to support the setting up of a new 'Free School'.

As a high performing school, with a strong, experienced leadership team, St Nic's is in a good position to set up a new 'sister' school. This will increase parental choice and relieve the pressure for places elsewhere around the town.

This is a very exciting, once-in-a-generation opportunity to create another school in Shoreham. Our passion is to offer an outstanding education with a distinctive Christian ethos for all.

St Nicolas and St Mary CE Primary School are working in partnership with the Diocese of Chichester, the Local Authority and DfE on this project. An application will be submitted to the DfE who will then decide whether to give consent to this project or not.

Parents and the wider community are invited to attend a public meeting at 5.30pm on Monday 18<sup>th</sup> July in our Main School Hall to find out more. There will be a presentation from the "Future of Adur Schools Team" (FAST) about school places and an opportunity to hear about our vision for a new Free School from myself.

If you have any questions or comments about a new school, please email [NewSchool@stnm.org.uk](mailto:NewSchool@stnm.org.uk)

Kind regards

[Redacted signature]

[Redacted signature]

**Text of article published by The Shoreham Herald – 19/09/2016**

**SCHOOL BID FINALISED AS DEADLINE DRAWS CLOSER**

Reporter [REDACTED]

Read more at: <http://www.shorehamherald.co.uk/news/education/school-bid-finalised-as-deadline-draws-closer-1-7585273>

Shoreham is one step closer to getting a new school as plans are being finalised before the national deadline. As previously reported, [REDACTED] at St Nicolas and St Mary CE Primary School, Shoreham, announced he wanted to run a new one-form entry primary school in the Adur area which would open in September 2017. At a public meeting held at his school, [REDACTED] outlined the plans that would be submitted to the Department of Education. At the time the deadline was not clear – but it has now been confirmed as the end of this month. [REDACTED] said he was confident that the bid would be submitted in time. “My governors are currently in the process of finalising the application form, which is a 100-page document. “We are also finalising a 15-strong pre-opening team so we can make sure the school can open in 2017 if it is approved by the Department of Education. “We have been quite fortunate because since the public meeting we had quite a number of skilled people come forward and say they wanted to help with the project. We have had to make sure we had a good range of skills, from HR to project management and finance.” [REDACTED] added that the detail of the application will be debated at a governors’ meeting tonight. Next Monday, the application will be approved by governors and it will be submitted shortly afterwards. [REDACTED] said that parents wanted from the new school was ‘the ideals and values of a church school’ but with an open admissions process. “What is clear is that we are not going to have enough places for September 2017, and the feedback we strongly had was that parents need a local solution. We think we can provide that.” At the public meeting earlier this year, concerns were raised by parents and other headteachers about the sustainability of the new school and the risk of overcapacity. [REDACTED] said these concerns had been ‘extensively discussed’. “There will be a one-form entry school in 2017. What is less certain is if and when that will have to go to a two-form entry. We want to make sure this only happens when there’s a direct demand and we are working with the local authority to establish when that will be.”



**Annex B – CVs**

Please find below, the CVs for the following people

- 1) [REDACTED]
- 2) [REDACTED]
- 3) [REDACTED]
- 4) [REDACTED]
- 5) [REDACTED]
- 6) [REDACTED]
- 7) [REDACTED]
- 8) [REDACTED]
- 9) [REDACTED]
- 10) [REDACTED]
- 11) [REDACTED]
- 12) [REDACTED]
- 13) [REDACTED]
- 14) [REDACTED]
- 15) [REDACTED]
- 16) [REDACTED]
- 17) [REDACTED]

**CV template**




1	Name	[Redacted]
2	Area of expertise	[Redacted]
3	Details of your last three roles	[Redacted]

**CV template**

		[Redacted]
4	N/A	
5a	N/A	
5b	N/A	
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<b>For finance only:</b> details of professional qualifications, including:	N/A
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications.</li> </ul>	[REDACTED]
5b	<b>For education only:</b> if you	N/A

**CV template**



	<p>are in a teaching or head of department role in your latest school (where available):</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	



CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<b>For finance only:</b> details of professional qualifications, including: n/a	n/a
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template		
	point score per entry and per student for level 3 qualifications.	[Redacted]
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	n/a
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]




CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	N/A
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications.</li> </ul>	N/A

CV template		
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	N/A
6	Brief comments on why your previous experience is relevant to the new school	
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8	Reference names(s) and contact details	



CV template		
1	Name	[Redacted]
2	Area of expertise (i.e. education or finance)	[Redacted]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
4	<b>For finance only:</b> details of professional qualifications, including:	Not applicable
5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	Not applicable
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	Not applicable

**CV template**

6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	

CV template			
1	Name	[REDACTED]	
2	Area of expertise (i.e. education or finance)	[REDACTED]	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
	4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
	5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p>

CV template		
	C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications.	[Redacted]
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	n/a
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]




CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<b>For finance only:</b> details of professional qualifications, including:	n/a
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications.</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest	n/a






CV template	
	school (where available):
6	Brief comments on why your previous experience is relevant to the new school
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8	Reference names(s) and contact details

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED] [REDACTED] [REDACTED]
		Name: Position: Dates:
4	<b>For finance only:</b> details of professional qualifications, including:	n/a
5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	n/a
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	n/a
6	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

**CV template**

		
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	n/a
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications.</li> </ul>	n/a
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p>	

CV template		
	<ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	



CV template			
1	Name	[REDACTED]	
2	Area of expertise (i.e. education or finance)	[REDACTED]	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
	4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	
	5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>		
6	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p>



CV template		
4	<b>For finance only:</b> details of professional qualifications, including: n/a	n/a
5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): n/a	n/a
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available): n/a	n/a
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]





CV template		
	per student for level 3 qualifications.	[Redacted]
5b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	n/a
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		Name: Position: Dates:
		Name: Position: Dates:
		[REDACTED]
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	No Finance qualifications
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p>	No School position held


CV template		
	<ul style="list-style-type: none"> <li>n/a</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>n/a</li> </ul>	No teaching role held
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	N/A
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	N/A

CV template		
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	N/A
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]



CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		Name:
		Position:
		Dates:
		Name:
		Position:
		Dates:
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	N/A
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	N/A
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	N/A
6	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template		
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	N/A
8	Reference names(s) and contact details	

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post.</li> </ul>	[REDACTED]
6	Brief comments on why your previous experience is relevant to the new school	[REDACTED]

CV template		
		[Redacted]
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
8	Reference names(s) and contact details	[Redacted]

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	[REDACTED]
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p>	n/a
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	n/a

CV template		
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p>
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p>



**Annex C – Letter(s) of support**

Please find attached, letters from the following people

- 1) [REDACTED]
- 2) Tim Loughton MP – Member of Parliament for East Worthing & Shoreham

**DIOCESE OF  
CHICHESTER**  
EDUCATION DEPARTMENT

[REDACTED]

[REDACTED]

St Nicolas and St Mary CE Primary School

[REDACTED]

15<sup>th</sup> September 2016

Dear [REDACTED]

**Bid for New Church of England Primary Free School in Shoreham-by-Sea**

I am writing to confirm that the Diocese of Chichester will be the Religious Authority for the bid and for the new school proposed by St Nicolas and St Mary CE Primary School.

The Diocese of Chichester welcomes this proposal to bring a new two form entry Church of England Primary School to Shoreham by Sea to meet the need created by house building in and around Shoreham by Sea and will support the application by St Nicolas and St Mary CE Primary School to the Department for Education.

We look forward to working closely with you on this new Free School proposal.

Yours sincerely

[REDACTED]

**Learning with meaning and purpose: to know God and shape the world**

Education Department, Diocesan [REDACTED]

The Chichester Diocesan Fund and Board of Finance (Incorporated) Charity No 243134  
A Company Limited by Guarantee Registered No 133558  
Secretary: Gabrielle Higgins

Tim Loughton M.P.  
East Worthing and Shoreham



HOUSE OF COMMONS  
LONDON SW1A 0AA

23.11.16

I am writing to express my support for the free school bid by St Nicolas and St Mary CE Primary School in Shoreham in my constituency.

I have worked with the school closely in my near 20 years as the local Member of Parliament and it has consistently been one of the best and most popular schools with an excellent record of academic achievement and strong community engagement. It is therefore not surprising that the free school bid has attracted strong support from local parents, current and future, who want to see a local solution to the looming shortage of primary school places in Shoreham. That shortage is now becoming critical and pressure on places in and around Shoreham has been a major issue for my constituents which now needs to be addressed urgently. New provision will need to be in place by September 2017 and St Nicolas is ideally placed to provide the necessary capacity through this proposal.

St Nicolas itself has temporary accommodation currently available and I was recently able to see the impressive new build underway to enhance the current site. In addition other nearby suitable sites have been identified as a suitable permanent home for the new school. A key feature of the school's success over recent years has been the capacity of the head and staff to adapt to changing circumstances swiftly and grow to accommodate increasing demand at short notice. Indeed the most complaints I receive from constituents about the school is if parents are unable to get their children in because of over-subscription.

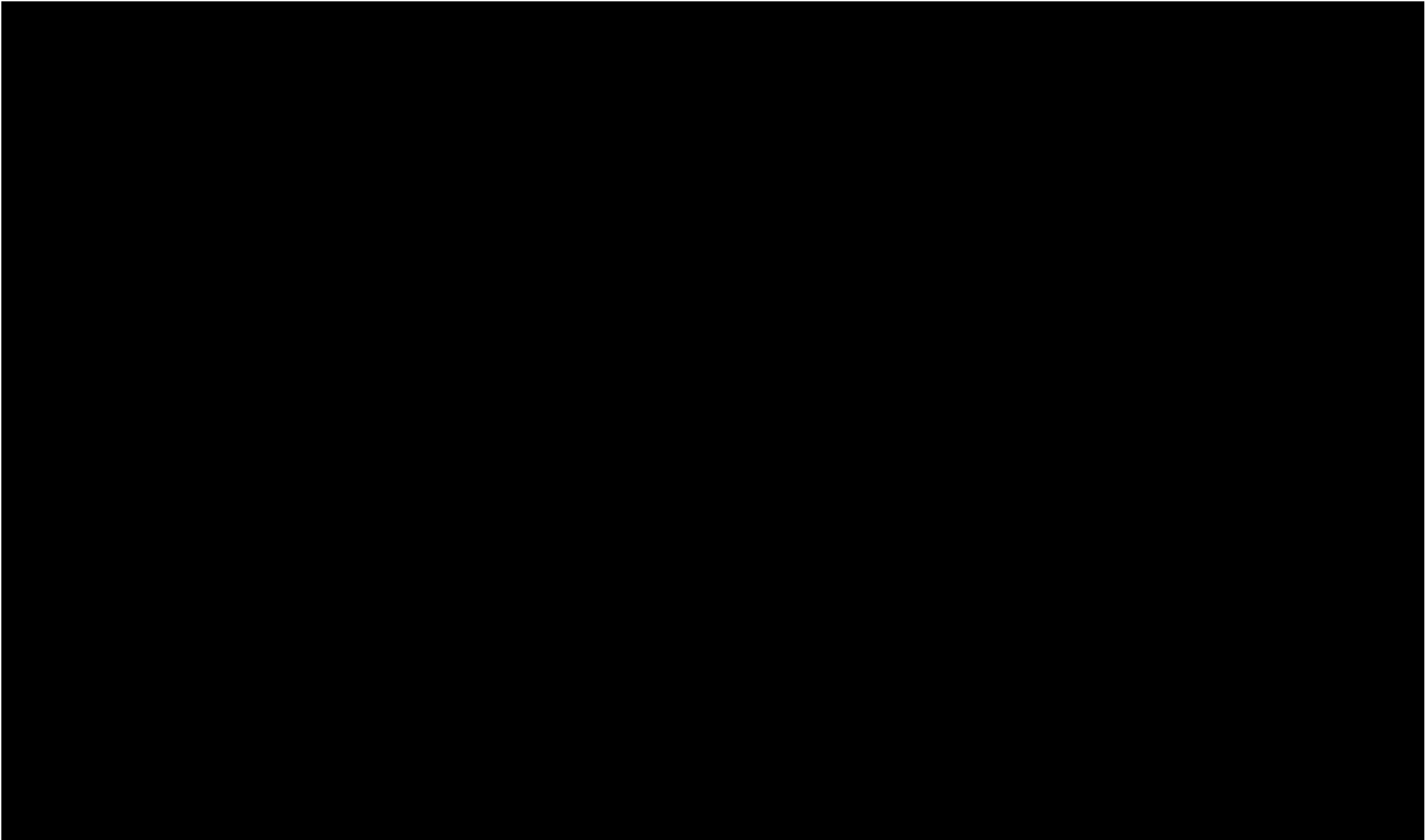
St Nicolas not only has a wonderful reputation for success and providing a quality education to its pupils but importantly it also has the capacity to make this Free School bid a reality. I would be very happy to provide further information in support of this proposals if that would be helpful.

Thank you for taking this into consideration.

Yours sincerely

**Tim Loughton MP**  
**Member of Parliament for East Worthing & Shoreham**

[www.timloughton.com](http://www.timloughton.com) [loughtont@parliament.uk](mailto:loughtont@parliament.uk)  
The East Worthing and Shoreham Constituency includes  
Coombes, Fishersgate, Kingston Buci, Lancing, Shoreham, Sompting, Southwick,  
and the eastern wards of Worthing: Broadwater, Gaisford, Offington and Selden.



## Annex E – Pupil projections

Shoreham Locality – Forecast School Rolls from WSCC, printed 3/8/16 based on April 2016 data

Printed on:  
03/08/2016 15:00

1					2		3						4				5										6										7		8		9		10		11		12	
11/12	12/13	13/14	14/15	15/16	Primary Schools	Latest PLASC						Forecast Intake				Forecast NOR				Forecast + CP										Net Cap	PAN	Min	Max	temp	PERM													
YR	Y1	Y2	Y3	Y4		Y5	Y6	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2031																						
285	331	371	419	484	Buckingham Primary	88	90	59	78	55	70	44	74	91	95	100	514	535	575	597	514	537	579	601	601	601	601	601	601	601	601	601	601	601	630	90	0	0	0	630								
472	463	421	408	405	Eastbrook Primary	60	56	58	59	58	59	55	60	77	85	93	410	428	455	489	410	430	459	493	493	493	493	493	493	493	493	493	493	493	420	60	0	0	30	390								
243	242	224	200	202	Holmbush Primary	31	33	29	27	28	28	26	30	33	34	36	206	211	217	226	206	213	221	230	230	230	230	230	230	230	230	230	230	210	30	189	210	0	210									
204	206	203	203	208	Shoreham Beach Primary	29	30	30	29	30	29	31	30	15	5	15	207	193	168	154	207	195	172	158	158	158	158	158	158	158	158	158	210	30	189	210	0	210										
208	227	267	298	332	St Nicholas & St Mary's	61	60	60	60	30	30	31	60	75	83	91	361	406	459	490	361	408	463	494	494	494	494	494	494	494	494	420	60	0	0	0	420											
208	207	205	204	207	St Peters	29	30	30	30	29	29	30	30	29	29	29	207	207	207	206	207	209	211	210	210	210	210	210	210	210	210	210	210	210	30	207	231	0	210									
394	411	414	416	420	Swiss Gardens	60	60	60	60	60	60	60	87	82	87	93	447	469	496	529	447	471	500	533	533	533	533	533	533	533	533	533	448	60	367	418	30	418										
315	358	383	415	449	The Glebe Primary	90	60	60	60	60	60	59	83	84	85	85	473	497	522	547	473	499	526	551	551	551	551	551	551	551	551	551	630	90	0	0	0	630										
2329	2445	2488	2563	2707	Totals	448	419	386	403	350	365	336	454	486	503	542	2825	2946	3099	3238	2825	2966	3133	3272	3272	3272	3272	3272	3272	3272	3272	3272	3178	450	952	1069	60	3118										

101% 108% 112% 120% 89% 93% 98% 102% 89% 93% 99% 103% 103% 103% 103% 103% 103% 103%

### Detail (enlarged)

1					2		3						4				5			
11/12	12/13	13/14	14/15	15/16	Primary Schools	Latest PLASC						Forecast Intake				Forecast NOR				
YR	Y1	Y2	Y3	Y4		Y5	Y6	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20	
285	331	371	419	484	Buckingham Primary	88	90	59	78	55	70	44	74	91	95	100	514	535	575	597
472	463	421	408	405	Eastbrook Primary	60	56	58	59	58	59	55	60	77	85	93	410	428	455	489
243	242	224	200	202	Holmbush Primary	31	33	29	27	28	28	26	30	33	34	36	206	211	217	226
204	206	203	203	208	Shoreham Beach Primary	29	30	30	29	30	29	31	30	15	5	15	207	193	168	154
208	227	267	298	332	St Nicholas & St Mary's	61	60	60	60	30	30	31	60	75	83	91	361	406	459	490
208	207	205	204	207	St Peters	29	30	30	30	29	29	30	30	29	29	29	207	207	207	206
394	411	414	416	420	Swiss Gardens	60	60	60	60	60	60	60	87	82	87	93	447	469	496	529
315	358	383	415	449	The Glebe Primary	90	60	60	60	60	60	59	83	84	85	85	473	497	522	547
2329	2445	2488	2563	2707	Totals	448	419	386	403	350	365	336	454	486	503	542	2825	2946	3099	3238

101% 108% 112% 120% 89% 93% 98% 102%

**Note:** 'Forecast intake' (Column 4) shows that, based on current PAN (capacity) of 450, there will be a shortfall of 36 places in 17/18, 53 places in 18/19 and 92 places in 19/20

## EXPLANATORY NOTES RELATING TO PUPIL PROJECTIONS (from WSCC)

1. This is the historical number on roll for each establishment in the locality.
2. Schools in the locality.
3. Latest PLASC – this is the figure as advised by each school of the number of children per year that were in school on the day the census was taken.
4. Forecast Intake – this is the anticipated number of pupils we think will be starting school in the September for the next four years (16, 17, 18, 19) this figure is based on historical trends and parental preference.
5. Forecast NOR – NOR stand for the Number On Roll – this is the number of pupils we anticipate will be in the schools for the forthcoming years.
6. Forecast + CP – this is the anticipated number on roll (5) but also includes the anticipated number of pupils that will come forward from any know committed housing developments in the locality. These figures do not include any data relating to development within Shoreham Harbour.
7. This is the Net Capacity of the school – this figure is calculated by a Department for Education Formula based on the schools Published Admission Number (PAN) and available accommodation (i.e. classrooms, group room's school hall etc.) A more in-depth explanation of this can be found on pages 2 /3 of the Planning School Places 2016 Document.
8. PAN – Published Admission Number for each school.
9. Min- this is the lowest end of the capacity range.
10. Max – top end of the capacity range , both 9 & 10 are explained more fully in the above document.
11. TEMP – this is the amount of accommodation at the school that is currently in temporary accommodation where applicable, (i.e. huts, modular build). If there is no figure in this column then all the accommodation at the school is in permanent buildings.
12. PERM – accommodation remaining in permanent buildings.

The percentage figures at the bottom of the columns show if the schools will be near, at, or over capacity in the coming years which allows for us to plan where if at all additional school places will be required. West Sussex likes to, wherever possible, operate a 5% buffer (this is recognised by the Department for Education) to allow for late applicants and movers into the local area hence once a locality reaches 90 – 94% the figure will be blocked in orange once they reach or exceed 95% they turn red indicating that there will be a requirement for additional schools or places. The percentage figures in column 4 are determined by the total forecast intake against the total PAN for the area e.g.  $486/450=108\%$  The percentage figures in column 5 are determined by the total NOR divided by the Net Capacity e.g.  $1376/1421 = 97\%$  Some of these percentage figures may seem a little high, as these are the numbers quoted when seeking contributions from developers in relation to house building, we seek to provide the additional places in permanent accommodation. The percentage is therefore calculated by dividing the total number of children by the figure in column 12. e.g.  $1376/1331=103\%$

## Self-assessment form for independent schools

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

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>	<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
n/a		



## Governance self-assessment – n/a

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
<b>1. The roles and responsibilities of the directors/trustees</b>	n/a		
<b>2. Structure of the board</b>	n/a		
<b>3. Meetings</b>	n/a		
<b>4. Finance</b>	n/a		



Department  
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