



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

**STONE LODGE ACADEMY  
MEDWAY 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.

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	X <input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	X <input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X <input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X <input 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?	X <input 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 your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <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?	X <input 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	X <input type="checkbox"/>	<input type="checkbox"/>

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

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

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

## Declaration

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

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

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

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

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

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

**Signed:**

**Position:** 

**Print name:** 

**Date: Monday 26<sup>th</sup> September 2016**

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

## Section C – vision

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

Leigh Academies Trust (LAT) is a highly successful multi-academy trust operating in Greenwich, Bexley and Kent. The Trust is responsible for fourteen academies: seven primary; six secondary and one special; and a further two in pre-opening: one secondary free school, Stationers' Academy, Greenwich Peninsula; and a primary under basic need called Cherry Orchard Primary Academy in Ebbsfleet. All academies that have been inspected by Ofsted since joining LAT have either been judged good or better or have improved from their previous category status. LAT was recently identified by Ofsted as one of the country's seven top-performing multi-academy trusts and was subject to an Ofsted research visit as a consequence to identify best practice. These findings are being collected in a significant research paper for HMCI to be published in summer/autumn 2016.

The Trust has chosen to remain local and medium-sized so that we can focus our attention on the local communities that LAT serves. We believe in 'earned autonomy' for our academies and have a clear growth plan agreed by the Board. All of our current academies can be accessed within a one-hour drive along the M2/M20 corridors. We are developing 'clusters' of academies across the region. The original cluster is in North-West Kent, centred around Dartford. The other two existing clusters have developed in South-East London (Greenwich and Bexley) and Central Kent, between Maidstone and Tonbridge.

The Trust's motto is "Shaping Lives, Transforming Communities". Its core mission statements may be summarised thus:

#### **What we stand for:**

- High ideals, strong moral values and boundless ambition to achieve excellence for all;
- Strong collaboration and teamwork so that we are much greater than the sum of our parts.

#### **What we value:**

- A 'can-do' attitude towards continuous improvement and innovation;
- Creating confident young adults with high levels of resilience and integrity.

#### **What makes us distinctive:**

- Small-school, 'human-scale' education to personalise the educational experience;
- An enterprising culture to create close partnerships with industry and other educators.

All Trust academies enjoy high-quality support in a range of educational and 'back-office' services. This includes human resources, finance, IT, estates management and procurement. This means that support is highly responsive and tailored to the needs

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

of individual academies. It allows the Trust to access best value and more efficient ways of supporting academies to deliver these services to the standard they demand.

In addition, the Trust has developed a range of educational support services for its academies. This includes the Academy Improvement Team, which contains high-quality, senior experts in a range of subject areas, who support and challenge academies on a weekly basis. The Trust also recognises the importance of a range of other educational services to support academies to meet the needs of their young people. That is why we have also developed our own Inclusive Services Team, who work across the Trust. This team includes our Business Partnerships Manager; Careers Advisors; Educational Psychologists; Attendance Welfare Officers; and Speech and Language Therapists.

All academies within the Trust experience regular module reviews with the Chief Executive and/or Executive Director. This enables full discussion and accountability on all educational improvement matters at least six times per year. In addition, the Trust has an effective programme of annual peer review for its academies. This puts together trained external inspectors with academy senior staff to provide scrutiny and challenge to leaders within academies in order to bring about continuous improvement. Given our track record of transforming the local communities where we are located, this free-school application focuses on:

- a) further strengthening LAT's outstanding provision in the Dartford area; and
- b) adding to a proposed new cluster in Medway to meet the need for school places.

LAT is already in detailed discussion with Strood Academy to become the lead school in respect of the latter. We anticipate that Strood Academy will join LAT in January 2017. We already have RSC support for this initiative. Specifically, our application is for two 11-19 secondary academies situated on:

- a) the Stone Lodge site in Dartford; and
- b) *either* Strood or Rainham in Medway, with Strood being the preferred site.

We anticipate that Medway Academy will follow a more generic educational model, already successful throughout LAT. Due to its immediate neighbours and Kent County Council's stated aims for Stone Lodge Academy, we intend for this school to have a sports science specialism. Therefore, the main information provided below applies to both academies equally. Where additional explanations are required to outline plans for the sports science specialism at Stone Lodge, they are clearly identified underneath.

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

We have already assembled a diverse and influential group of partners to support our new academies. LAT's bid for Medway Academy is strongly supported by Medway Council. Their letter of recommendation can be found in **Appendix A**. For Stone Lodge, some of our partners will be our immediate neighbours at the site. Some are located further afield but can provide specialist input to support the provision of excellent education and extra-curricular opportunities for our local communities. Together we will create a hub of excellence for sport, fitness and healthy living. Stone Lodge Academy will specialise in sports science and will prepare students for employment in the sport and leisure sector, which is one of the fastest-growing employment sectors in the UK. The specialism will complement the rigorous focus on academic excellence that underpins everything else within the Trust, so that students leave as well-rounded, inspired, healthy and confident individuals. Our intention is that a significant number of our students at Stone Lodge will go on to study at university and then go on to work in the sports, leisure and science sectors to pursue careers as managers, nutritionists, physiotherapists, sports psychologists, agents, journalists and professional sports people.

Through its extensive extra-curricular offer, Stone Lodge Academy will encourage, nurture and develop the next generation of athletes representing our country. Further, it will also promote a healthier lifestyle for its students, staff and local community so that they can lead fulfilling and successful lives. In a national survey, it was estimated that 62% of adults in England were overweight. Model projections suggest that the overall cost of obesity and the associated health problems in 2015 could be as much as £27 billion, with this figure rising to £50 billion by 2050.

Both the Stone Lodge Academy and Medway Academy applications are being proposed in response to significantly-increasing local demand. Stone Lodge Academy will be based in an area of high demand for new school places. 25% of all Kent-based pupil growth at secondary level during the next five years will be in Dartford and Gravesham. This new provision is already factored into local authority education place-planning to meet rising demand, as outlined in KCC's Commissioning Plan for Education Provision in Kent 2016-2020 document. With a very strong infrastructure already in place across the Dartford area, and working with the support of influential local partners, Leigh Academies Trust is perfectly positioned to achieve a strong start for Stone Lodge Academy. In Medway, the local authority has indicated its need for two additional secondary schools to open from 2019 to meet the rising number of secondary-age pupils. LAT has been invited by Medway Council to bid for at least one of these two new schools, which are located in Strood and Rainham.

Our vision for the sports science specialism at Stone Lodge will be supported and developed by a range of high-quality regional and local partners. Each one of the

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

partners listed below has provided a letter of support (**Appendices B-F**) for our free-school proposal and is included in appendices to this application.

Dartford has a number of successful sporting clubs, which have offered support to LAT for their proposal to open a new school on the Stone Lodge site. These are: **Dartford Football Club, Dartford Valley Rugby Club, Dartford Judo Club, Stone Lodge Indoor Bowls Club** and **Halls Lawn Bowls Club**. In the case of rugby, judo and bowls, all of these clubs will be physical near-neighbours of Stone Lodge. Dartford Football Club is just two miles away.

In addition, we are now in discussion with both **Brunel University** and **Millwall Football Club** about providing support for our bid. Discussions have started well. We are optimistic that they will come on-board later this autumn.

## Section D – education plan: part 1

### STONE LODGE ACADEMY

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025
Year 7		240	240	240	240	240	240	240
Year 8			240	240	240	240	240	240
Year 9				240	240	240	240	240
Year 10					240	240	240	240
Year 11						240	240	240
Year 12				50	75	100	150	150
Year 13					50	75	100	150
Totals		240	480	770	1,085	1,375	1,450	1,500

### MEDWAY ACADEMY

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025
Year 7		180	180	180	180	180	180	180
Year 8			180	180	180	180	180	180
Year 9				180	180	180	180	180
Year 10					180	180	180	180
Year 11						180	180	180
Year 12							125	125
Year 13								125
Totals		180	360	540	720	900	1,025	1,150

## Section D – education plan: part 2

### KEY STAGE 3

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	M	Language and literature
Maths	4	M	
Science	4	M	Biology, chemistry and physics
Sport	2/3	M	2 hours per week at Medway Academy; 3 hours per week at Stone Lodge Academy to reflect the curricular specialism.
History	2	M	
Geography	2	M	
RE	1	M	
Computing	1	M	
Visual Arts	1	M	Fine art; photography; graphics; textiles; media (carousel)
Performing Arts	1	M	Music; drama; dance (carousel)
Design & Technology	1	M	Engineering; product design; catering; electronics (carousel)
MFL	2	M	French or Spanish

### KEY STAGE 4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	M	Language and literature
Maths	4	M	Opportunity for GCSE Further Maths for most able.
Science	4	M	Core and Additional Science, with Triple Science for most able.

Sport	2/3	M	2 hours per week at Medway Academy; 3 hours per week at Stone Lodge Academy to reflect the curricular specialism
OPTION 1 (Humanities)	3	M	History, Geography and RE (with potential for further vocational options).
OPTION 2 (inc. MFL as appropriate)	3	M	French or Spanish
OPTION 3 (Open)	3	M	Includes a wide range of subjects across art, design and technology, computing and business studies.
OPTION 4 (Open)	3	M	Any of the above.

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

Leigh Academies Trust operates four secondary schools in the Dartford district, including one which is a university technical college by licence. The characteristics of the student intake in terms of the proportion of students who are disadvantaged and qualify for free school meals, who are looked after and/or who have EAL for each of the four schools, especially The Leigh Academy, will be very similar to those of Stone Lodge Academy's student intake. Therefore, the curriculum will not require significant adaptation from the model offered in most LAT academies already. This largely follows the National Curriculum at Key Stage 3. At Key Stage 4, all students study English Language and Literature, Maths, Core and Additional Science and Sport. In addition, students normally select four optional subjects, with most taking a modern foreign language and at least one humanity subject. Pupil characteristics for Strood Academy, which is likely to join LAT in January 2017, are also very similar to those of LAT's Dartford academies. Therefore, we anticipate that few adaptations will be needed to meet the needs of Medway Academy students either.

Where Stone Lodge will differ is through its specialist curricular focus on sports science. At Key Stage 3, sport will have a more prominent place in the curriculum than most secondary schools. The PE Department will work very closely with the Science Department to emphasise both practical and theoretical cross-curricular themes. The Academy will seek to attract the very best sports teachers and coaches and build upon the Trust's existing expertise in sport to deliver an exceptionally strong sporting curriculum. The emphasis will be on both sporting excellence and healthy living. In addition, the Academy will draw upon the expertise of its sporting partners both regionally and locally to enhance and extend the curriculum offer. The new Academy will naturally have a very rich and diverse extra-curricular timetable during school hours, evenings and weekends. The full range of sports will be offered, as well as fitness and well-being clubs. The advantage of Stone Lodge Academy's proximity to four other LAT secondary schools is that each school will be able to draw upon experts from across the Trust's other local schools. Extra-curricular clubs will take place both on the Stone Lodge Academy site and in facilities owned by our local sporting partners. Our superb sporting facilities, including a state-of-the-art sports hall, gymnasium and 4G pitch, will be available to the local community, so that we can extend our commitment to sport, exercise and healthy living beyond our own student body.

Whilst the health and economic impacts of sport are well researched and documented, published studies also show the positive effects of sport on education. These include improved attainment, lower absenteeism and drop-out rates, and increased progression to higher education. For instance, young people's participation in sport improves their numeracy scores by 8%, on average, above non-participants. Underachieving young people who take part in sport see a 29% increase in numeracy skills and a 12% to 16% rise in other transferable skills. Returns on investment in sports

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

programmes for at-risk youth are estimated at £7.35 of social benefit for every £1 spent – through financial savings to police, the criminal justice system and the community.

Stone Lodge Academy, Dartford, will foster in young people a deep appreciation of the holistic benefits of participation in competitive and non-competitive sport. It will also inspire young people to explore numerous possibilities for the future based on the synergy between the pursuit of academic and sporting excellence. The association between academia and sport will drive our curriculum. The Academy will enable students to see the crucial role of hard work, team work, and perseverance as fundamental requirements for ultimate success through human history. Every learner will have access to an enriching, varied and personalised education, providing challenge irrespective of need, starting point or background.

At Stone Lodge Academy and Medway Academy, the curriculum will provide outstanding opportunities, which deliver each of the following aspects to prepare students to be successful in any career that they wish to pursue:

- Enjoyment and engagement for all students;
- A broad and balanced experience for all students;
- Educational and social development of the whole child;
- Improvement of academic outcomes year-on-year, with an aspiration to achieve well beyond national averages and to be in the top 10% of schools nationally;
- Exceptional progression pathways for all students, regardless of their interests, age, abilities and aspirations;
- Excellent work-based opportunities, with an emphasis at Stone Lodge Academy upon the sport and leisure sector; and
- Challenge and aspiration so that each child can achieve his or her very best.

Dartford and Medway are at the heart of one of the government's key growth zones within the Thames Gateway and will see around 50,000 new homes and up to 75,000 new jobs created over the next decade – a substantial addition to the existing resident populations. This means that the composition of the population will continue to change. Population forecasts suggest that between 2013 and 2033 there will be a 40% increase in the population of children aged 0-15. These statistics give a clear indication of the need for extra non-selective secondary schools in Dartford and Medway. The Academies will offer increased capacity and the flexibility to provide outstanding education to a potentially-changing student intake through a curriculum which is reviewed annually to meet the changing needs of the student population. Our approach

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

will be flexible, agile and capable of meeting the needs of students, parents and the local economy on an on-going basis.

The Academies will provide a unique, innovative educational experience for students, which will be driven further by the strong involvement of our partners. Our specialism and sponsors will support the Academies' inclusive ethos through curricular and enrichment activities. We will promote the honourable pursuit of success by developing behaviours and habits in young people that are based on fundamental values such as respect, fairness, civility, honesty and responsibility. The Academies will welcome children with special educational needs and disabilities through a robust learning-support provision to ensure that no child's special needs get in the way of high expectations of social and academic achievement.

Working in very close partnership with other Leigh Academies Trust schools and our regional and local partners, the Academies will offer something unique to the local community. These free schools will be unlike any other non-LAT schools in the area because of their unwavering commitment to the following aims:

- To personalise the educational experience and develop strong working relationships, so that all stakeholders feel valued and known, by embracing the concept of human-scale education;
- To embrace fully the strong and successful educational model developed by LAT;
- To develop routes into higher education and/or employment through high-quality academic support and guidance provided by our partners;
- To ensure that the Academy is renowned for the sporting prowess of its students in competition, especially at Stone Lodge Academy;
- At Stone Lodge Academy, to forge very close links with professional bodies and organisations in the sports-science and leisure sector, which will enhance the curriculum and provide students with exceptional career pathways;
- To create a stimulating, safe, secure and exciting environment, which encourages full and positive participation in all aspects of school life by all stakeholders;
- To promote participation in a variety of physical activities, so that students can experience a sense of well-being and self-confidence that arises from good health and fitness; and
- To improve school performance by providing high-quality support, accountability and professional development for teaching and non-teaching colleagues.

The Academies will develop young people who are:

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

- Confident, courteous and in possession of high levels of personal integrity;
- Academically ambitious and willing to go 'the extra mile' to achieve their best;
- Ethical human beings with strong beliefs in compassion, honesty, justice, dignity and respect for themselves, others and the environment;
- Highly literate and numerate, with a range of high-quality academic and vocational qualifications;
- Inspired, inquisitive and articulate individuals who are able to formulate and argue a case by interpreting complex material;
- Physically literate – i.e. confident and competent in sport and physical activity;
- Strategic thinkers with an entrepreneurial bent;
- Keen to make a positive contribution to their community;
- Highly aspirational for themselves and their peers; and
- Ready to pursue successful career pathways.

The 11-16 elements of our new academies will open in 2019, with a sixth form following on from 2021 at Stone Lodge and 2024 at Medway Academy, or as local need dictates. Both schools will be full by 2025. Stone Lodge will cater for up to 1,500 students: 1,200 in age group 11-16 and 300 post-16. Medway will provide places for 1,150 students: 900 in age group 11-16 and 250 post-16.

#### **Academy Day**

The Academies will have a slightly longer working week than most academies, at 26 hours. Both will run an extensive after-school enrichment provision. The rationale for this expanded contact time is as follows:

- To maximise opportunities to participate in sporting/coaching activities and gain additional qualifications as appropriate, especially at Stone Lodge Academy;
- To enable students to complete independent study tasks within the normal school day so as to foster strong attitudes to learning, with support for students who have limited or unsuitable space to learn at home and for underachieving groups;
- To provide increased curricular time for the core curriculum and specialist areas; and
- To increase opportunities for business and university engagement.

The schools will operate a traditional timetable structure. Each session will be 50 minutes to 1 hour in duration, with lessons straddling two sessions whenever this

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

makes sound pedagogical sense, such as for sport. This will enable flexibility and deeper enquiry in learning and more creative approaches to teaching. To promote the specialism at Stone Lodge, there will be an extensive extra-curricular offer, which will extend the formal school day.

### **Business Involvement**

The Academies will ensure that all students will progress to university, or into training or employment. Drawing upon the Trust's already-established Education Business Partnership, employer involvement is likely to take one or more of the following forms:

- Work experience;
- Apprenticeship work placements for post-16 students;
- Enrichment activities with employers leading sessions;
- Conferences with outside speakers representing employer partners;
- Mentoring of students by industry volunteers; and
- Educational visits to related vocational settings.

The role of universities will also be central to the work of the Academies, ensuring effective progression pathways and raising aspirations about achievement. Leigh Academies Trust already has very close links with The University of Greenwich, The University of Kent and Ravensbourne as sponsors of its existing academies. Close ties with these high-quality, leading-edge higher-education providers, as well as developing relationships with renowned specialist HE institutions such as Brunel University, will provide the Academies with:

- Access to high-quality, university-based facilities;
- Staff training;
- Access to guest lecturers and expertise in specialised areas;
- Student conferences led by university tutors;
- Involvement in research-user groups to enable students to understand what constitutes real-life research and collaboration;
- Research projects which are validated by a university; and
- Involvement of 'ambassador' programmes to stimulate students' interest in higher-level study at university;



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

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

As members of LAT, the Academies will have access to an established Key Stage 3 assessment framework. They will also have the support of data experts at their disposal, which will enable the Academies to embed LAT's extremely successful tracking and monitoring systems rapidly. As with other LAT secondary academies, all learning and assessment will be organised into six modules per year. At the start of each module, teachers and students will set out their priorities and targets for the module. At the end of each module, there will be a thorough review of progress, with planning and target-setting for the next module.

To coincide with the modular framework, parents and carers will receive reports about their child's progress six times per year and will be given regular opportunities to meet with teachers and tutors. The Academies will proactively engage with parents on every aspect of their child's education; creating an effective working partnership between school and home is our priority. The Academies will run at least two parent consultation events per year as well as specific curriculum-based open events.

Crystal-clear, incisive and meaningful data will underpin the work of both schools. Teachers, students and parents will be exceptionally well-informed about every child's interests, needs and abilities, with information being made accessible electronically, so that all stakeholders can work in synergy to ensure that the curriculum is personalised around the needs of the student. At the heart of our vision is the desire that every student should reach their full potential. In order to achieve this, we will set appropriately-stretching targets, together with an extensive range of quantitative and qualitative success measures relating to both individual students and the performance of the Academy as a whole. Leigh Academies Trust already operates highly-effective systems for data analysis across all of its schools and this leading-edge practice will be extended to Stone Lodge Academy and Medway Academy.

Below are a range of performance targets and qualitative measures that we will use to measure our success:

- The Academies will rank among the highest-performing schools in the region and nationally, based on academic performance, using whichever measures are used at the time to judge performance;
- No students will be permanently excluded;
- The Academies will be over-subscribed;
- The Academies will be judged 'outstanding' by OFSTED and other external reviewers;
- All students will have high levels of technological skill and competence;
- All students will develop the key attributes for learning: curiosity, determination, creativity, independence and collaboration;

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

- All students will have a good repertoire of spoken and written language and be confident, effective communicators;
- The Academies will have a positive impact on the community, as measured by participation levels and surveys;
- There will be 0% NEETS; and
- Regional, national and international sporting success for students at the Academy will be commonplace in the case of Stone Lodge Academy.

### **Academic Achievement Targets**

Student achievement will be judged against benchmarks based on 'More Than Expected Progress' at Key Stages 3 and 4. At post-16, all targets will be set for A Level and vocational courses using the ALPS methodology, a minimum expectation being that all students make progress equivalent to those in the top-performing 25% of schools nationally. High levels of challenge and aspiration will permeate the whole organisation.

At KS4, our expectation will be that the Academies exceed national average statistics, with a target Progress 8 score of +0.5 and no variation between different groups of students, in particular any vulnerable groups. At KS5, our expectation will be to achieve grade 3 or better on ALPS in all post-16 courses and/or a 'significantly better than average' score as shown in the Level 3 value-added report.

### **Attendance and Behaviour**

In order for a child to reach their full potential it is essential that they attend school every day. The Academies will work closely and in partnership with parents and carers to ensure attendance is consistently above 96% for all groups. Rates of persistent absence will be below national averages.

The Academies will promote a culture of positive behaviour. Expectations will be clear and shared with all stakeholders regularly and a behaviour agreement between the Academy, student and parents will be agreed and signed on joining the Academy. There will be a target of 0% permanent exclusion and a commitment from the Academies to engage with District-wide strategies for inclusion through Dartford's and Medway's inclusion forums. Wherever possible and necessary, students can be given a fresh start internally by moving between Colleges within the Academy. This will give students the opportunity to change their behaviours and attitude whilst maintaining the positive relationships already established internally with Academy-wide staff.

Pupil participation in all aspects of Academy life will be tracked at small-school level by both student mentors and tutors. There will also be a clear expectation that students take every opportunity to engage in a range of extra-curricular activities, the local community and industry-based projects. Certificates and recognition awards will be

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

presented during special assemblies and presentation events.

Attendance and punctuality, together with an effective reward and sanction system, will be tracked through the Trust-wide management information system (MIS) and outcomes reported to parents and carers as part of the termly reporting schedule. This regular reporting schedule of all composite behaviours as well as progress will ensure no element of student performance will go unrecognised and timely intervention or action can be taken. Active partnership with parents and carers will be a fundamental part of academy life and crucial in ensuring that all students adhere to the Academies' shared high expectations.

'Stakeholder voice' activities, including regular questionnaires and feedback opportunities, will help us to review attitudes to learning and behaviour from parents, carers, staff and students. The review of behaviour for learning will also be an integral part of the Academy learning-review cycle, providing data on behaviour of groups of students as well as individuals.

### **Monitoring and Evaluation Systems**

To ensure that every child succeeds and that the Academies achieve their ambitious targets, a robust monitoring and evaluation cycle will be in place, consistent with the cycle used at other LAT secondary Academies. A shared marking and feedback policy will be implemented so that expectations across the Academies are clear and transparent. Individual teacher data will be collected centrally on the MIS every six weeks and reported to parents and carers. Highly-detailed evaluations will then be produced using the MIS and published to staff to coincide with the modular framework. This will indicate overall current grades and end-of-key-stage predictions. The data will be broken down further to enable forensic evaluation of the performance of individual students, groups and subject areas by individual teachers, directors of learning for each faculty area and their line managers. Granular analysis of this data on a six-weekly cycle will ensure that no individual or group of students is left behind.

Responsibility for Academy assessment and data will sit with one of the Heads of College, supported by their deputy, the Academy data manager and their team. Analysis will take place of key groups of students - pupil premium, EAL, EHCP/SEN, HAPs, etc. - as well as of whole year groups, regularly throughout the year. Individual Heads of College and their leadership teams will also track students within their College, targeting intervention and celebrations of success at a College level.

Each College within the Academies will have its own governors to monitor closely in-year progress against targets. They will visit each College at least three times per year to provide high-level accountability. In addition, there will be at least four Academy Board meetings per year, with progress against targets for achievement and teaching and learning being integral to every agenda. Minutes of these meetings will be reported

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

to the Trust Board. New Academy Boards will operate within LAT's Scheme of Delegation.

### **Monitoring and Improving the Quality of Teaching**

It will be an Academy priority that all teaching is at least 'good', with the majority judged 'outstanding'. Responsibility for monitoring and improving the quality of teaching, including professional development, will sit with one of the Heads of College and their team. A robust monitoring schedule will review the standard of practice by triangulating the outcomes of lesson observations and work scrutiny and judging the quality of marking and feedback against class progress data. The schedule will comprise a combination of regular reviews to include all teaching staff, with more frequent and focused analysis of NQTs and those who are training as teachers on Schools Direct- or Teach First-style programmes. The schedule will also include a number of specific reviews, determined by need, in which the quality of teaching in specific faculty areas, year groups or for specific vulnerable or academy targeted groups is scrutinised. Given the Academy's potential intake, specific focus will be placed on the quality of teaching for EAL and disadvantaged students during the first year. The Academy Leadership Team and all Directors of Learning will be involved in the review process. This will be enhanced and moderated by cross-Trust reviews by senior executives.

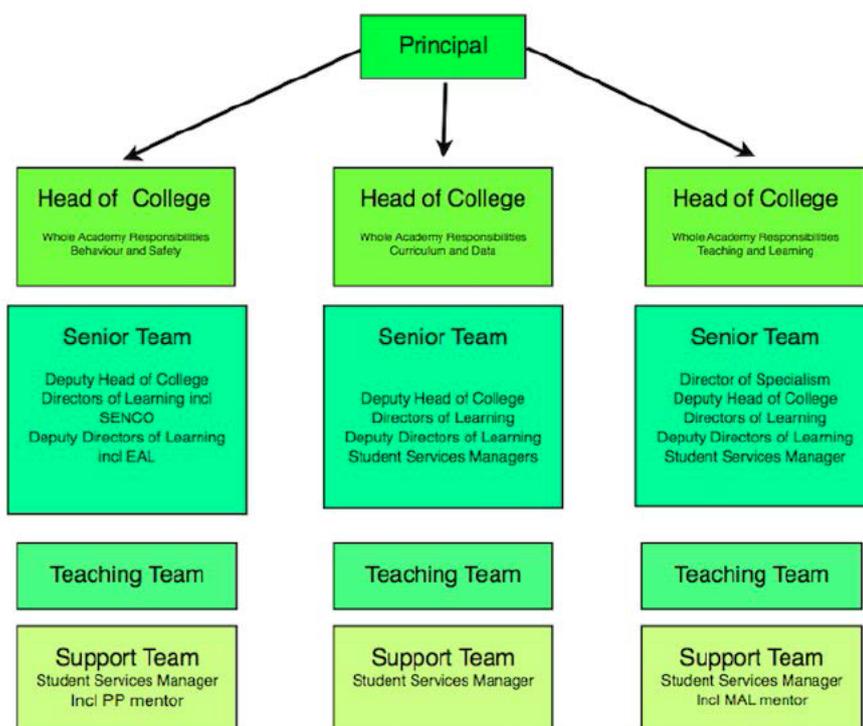
The Academies will have an open-classroom-door policy, with staff encouraged to carry out informal observations of peers to share good practice and collaborate on innovative pedagogical approaches. Rigorous analysis of outcomes from the teaching reviews will inform the Academy's coaching and mentoring, professional development and career development programmes. Any underperformance will be addressed promptly, with support, guidance and training offered in the first instance. High-performing staff will be used as coaches or mentors to ensure that individual staff needs are addressed effectively. Persistent underperformance will be addressed through clear and transparent Trust competency procedures.

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

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

**Steady-State Staffing Structure**

The staffing model is based upon best practice in Leigh Academies Trust secondary schools, taking account of the needs of the local area, although, in the case of Stone Lodge Academy, it has been modified to embrace the specialist nature of the sports science curriculum. It is a model which has already demonstrated its strong impact on student outcomes, efficiency and affordability. There are key links between senior staff and the Trust to ensure challenge, support and accountability. The scaling of this model has been very carefully considered as the diagram below demonstrates.



*Figure 1: Stone Lodge Academy and Medway Academy steady-state staffing structure. For Stone Lodge Academy, we assume 80 pupils per College = 240 in total; for Medway Academy, we assume 60 pupils per College = 180 in total.*

All students and staff will be organised into a 'College-based', 'small-school' model of education. This model has the great benefit of ensuring that all students are known as individuals: what can be termed 'human-scale' education. The gap between senior staff and students and their families will be much reduced since each College unit will have no more than 60-80 students per year group. A Head of College will be in charge of each College, supported by a team of senior leaders, teachers and support staff, all of whom will also belong to that College unit. In this model, each Head of College will report directly

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

to the Principal to ensure strong accountability and an emphasis upon student outcomes, well-being and enjoyment. Heads of College will have whole-school responsibility in key strategic areas such as students' achievement, inclusion, teaching and learning and curriculum. These will be agreed with post-holders based on skills and experience. Each College will ensure that post-16 students are fully integrated, but at the same time will ensure specific intervention through tutor groups to meet their needs.

Each College will have its own colour and badge. The school uniform will be traditional, including a blazer and tie for students in Years 7-10, with students in Years 11-14 dressing in 'smart business wear' to reflect an even more mature business / university-focused approach to learning. Ties and badges will feature College colours to denote students' College membership. The name of each College will be chosen, in consultation with partners, from a list of 'sporting greats' in the case of Stone Lodge Academy. At Medway Academy, staff and students will decide for themselves a theme for naming their Colleges. All students will be members of vertically-structured tutor groups within each College and will develop a strong sense of loyalty to these units. Tutor groups will meet every day, becoming the primary sense of belonging within the Academy. The groups will each comprise students of different ages, forming part of a family unit, led by a Tutor. It is here that students will follow a strong, discrete programme of spiritual, moral, social and cultural development, which underpins the rest of the curriculum.

#### **Key Roles and Responsibilities:**

**Principal:** overall strategic responsibility and communication with key stakeholders. Line manages Heads of College.

**Head of College:** responsible for leading and managing the day-to-day affairs of the three vertically-structured Colleges within the Academy, providing a 'human-scale' approach to education. Will also take responsibility for certain whole-school responsibilities, such as curriculum design and organisation, student achievement, teaching and learning or inclusion and community. Line manages Deputy Head of College.

**Deputy Head of College:** deputises for the HoC and takes responsibility for operational aspects of day-to-day College management, liaising with parents, staff, students and other key stakeholders, as appropriate.

**Director of Specialism:** in the case of Stone Lodge Academy, responsible for harnessing the power of the specialist area to enhance outcomes for students. Oversees the sports science curriculum areas to ensure that they collaborate to meet the Academy's aims and coordinates employer and business-linked/led projects.

**Director of Learning (Curriculum):** leads the Academy's key learning areas, taking responsibility for the quality of teaching and learning and student achievement across

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

these subject areas.

**Director of Learning (SEND):** leads and coordinates effective support for all vulnerable groups, including SEN, EAL, disadvantaged and children in care.

**Director of Learning (Post 16):** leads the sixth-form provision, including oversight of recruitment, training and student outcomes.

**Deputy Directors of Learning:** provides support to DoLs in leadership of learning areas, taking full responsibility for key subjects within the area.

**Student Services Managers (one per College; non-teacher):** reports to a Head of College. Looks after the day-to-day care of students within the College, including attendance; pastoral welfare and support; and an overview of behaviour for learning. In time, the sixth form will also have its own dedicated Director of Learning and Student Services Manager.

**Business Manager:** responsible for all site and administrative matters within the Academy. Manages day-to-day contractual issues relating to catering, cleaning and health and safety. Line managed by the Trust Business Director.

**Finance Manager:** responsible for day-to-day oversight of Academy finances and production of regular financial reports to senior staff and governors. Line managed by Trust Finance Director.

Whilst the above provides steady-state staffing information for each of our Academies, our financial plans, included in **Appendices P-S** to this document, detail how we will develop the staffing structure over time as finances allow. We have also provided a 70% financial model to show how the Academies can still operate on a viable basis should pupil recruitment not meet our initial targets. These documents also outline the steps we would take to cut costs in the event that this should become necessary.

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

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

All LAT Academies are highly inclusive and welcoming to pupils from all backgrounds. Many of our Academies already have a high proportion of pupils from a range of faiths and world views, including those who have EAL. A supportive pastoral structure will be central to the Academy, placing the needs of students first. The curriculum will be broad and balanced and will be permeated by a strong commitment to spiritual, moral, social and cultural (SMSC) education. Modern British values will be taught through the SMSC programme. The approach aims to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school, as well as to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in the United Kingdom;
- promote further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

In addition, students are given sessions on the dangers of radicalisation and FGM at appropriate times. Stone Lodge Academy and Medway Academy will benefit from adopting all LAT policies in this field.

To ensure that this commitment to SMSC is effectively implemented, the Directors of the Trust Board will ensure that the Academy Board's Chair of Governors is fully signed up to the SMSC education principle and that staff appointments to the Academies from Principal through to teachers and support staff will also sign up to these important tenets. The Academies' commitment to welcoming students from all faiths will be clearly signposted and potential candidates will have to demonstrate the level of their commitment to these ideals at interview. The Academies reserves the right not to appoint any member of staff who cannot contribute in this way.

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

At prospective parents' evenings and open events, the Academies will be explicit in their views - rather than leaving it to chance - that they welcome students and families from all faiths and none. Senior leaders and governors will be open about their positive views and will ensure that they review annually their ability to address the needs of all students and parents.

Modern British values, within and in addition to the SMSC programme, will be core across Stone Lodge Academy's and Medway Academy's curriculum and extra-curricular provision, intertwined with everything that we do. The Academies' students will be encouraged to learn about and exemplify these fundamental values; it is these experiences, both within lessons and in extra-curricular activities across the Academies, that prepare students for life in modern Britain. For example, the following aspects of the Stone Lodge Academy and Medway Academy curriculum will mirror the practice in other LAT academies:

- The Academies will organise regular events and visits to promote wider cultural awareness. The sporting specialism at Stone Lodge will demonstrate clearly how people of different cultures can come together in harmony and be successful;
- Spiritual aspects will be developed as part of the RE curriculum, tutor time and assemblies. Moral and social education will be delivered across the curriculum, but explicitly as part of tutor time, assemblies and a rolling PSHE programme. All subjects will contribute to the cultural development of young people through trips, visits and special events in school. Certain subjects such as the arts and humanities will play an especially strong part in raising cultural awareness. LAT academies all have a very strong PSHE programme in place. Stone Lodge Academy and Medway Academy will be able to adopt wider best practice on PSHE from the outset. PSHE will be taught as a discrete lesson on a rolling programme but some of the themes will lend themselves well to other subjects;
- The mathematics curriculum will promote the British values of tolerance and resilience on a daily basis through problem-solving and understanding of complex concepts, encouraging students to persevere by trying different methods to arrive at a correct solution. Teamwork through peer assessment and group work will underpin the schemes of learning in the maths faculty. Students will work together in all areas of the maths curriculum to support each other and build mutual respect for one another. Students will be allowed to make mistakes and learn from them in all maths lessons. This will foster confidence and build self-esteem, encouraging students to take risks and become lifelong learners whilst using their mathematical skills in all aspects of life;
- In English, we will promote British values through the study of seminal world literature; encourage empathy; discuss alternative interpretations; undertake

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

philosophical debate, and so on. Students will feel safe to articulate their views and there will be a range of collaborative activities;

- In science, we will promote British values by enabling students to feel safe to articulate their views and discuss a variety of ethical issues. For example, students will explore ethical issues, such as genetic testing, stem-cell therapy and IVF. Students will participate in a range of collaborative activities and will also celebrate a different theme within science week each year - for example, female scientists, British inventors, and so on;
- In RE, we will promote British values through interfaith dialogue. Students of faith will be encouraged to share their experiences, contributing to tolerance and understanding of diversity and mutual respect. Democracy and justice will be explored through citizenship units and British values will be modelled within the respectful classroom environment;
- In modern foreign languages, we will promote British values through the study of foreign cultures and comparison with life in other countries, making students aware of difference, diversity and tolerance;
- In geography, it should be straightforward to promote British values because geography encourages students to explore places, cultures and differences, and to appreciate their place in a global world. The subject will promote, through case studies of population and development, fairness, equality and appreciation that different societies and communities exist in students' own country and beyond. Skills learned in geography through case studies will help students to understand fairness, equality and democracy;
- History teachers will promote democracy through teaching British political history from the Norman Conquest onwards. Tolerance will be promoted through teaching subjects such as genocide (both Rwandan and the Holocaust). Respect for faiths and beliefs will also be promoted through these subjects, as well as the Reformation and Counter-Reformation. Students will be encouraged to consider their personal backgrounds when answering questions within the classroom and will be taught to value all opinions and ideas. Diversity will be considered through a focus on the meta-concepts of change and continuity. Coherent classroom practices will ensure that fair procedures for behavioural infringements will always be followed.

In addition, Government-supported resources such as [preventforschools.org](http://preventforschools.org) will be reviewed and used to support the 'Prevent' agenda. The following information is taken directly from the website and fits in with the attitude and approach that both Academies will take towards the 'Prevent' agenda:

*These resources are based on the principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need*

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

*or disability. The resources have been created to support teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves. By building resilience and self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by negative peer pressure they may encounter. Through education, we can enable children to think for themselves by providing valuable opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding.*

Safeguarding policies are produced centrally by the Deputy CEO and each Academy may add extra sections to outline their own context and phase. The current Safeguarding Policy was revised in April 2016 and is to be reviewed again in April 2017. Recent revisions have included re-designation of Designated Child Protection Coordinators (DCPCs) as Designated Safeguarding Leads (DSL) and reflection of new statutory responsibilities around the 'Prevent' agenda.

Stone Lodge Academy and Medway Academy will promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Marketing of both Academies, which will take place within the local communities, will be quite explicit about how we value families from different backgrounds and communities and how we celebrate difference.

Both Academies will have a Family Liaison Officer, who will provide advice and guidance on all aspects of family life with a potential impact on success at school. We will provide a Parent Support Directory, which signposts families to a range of community-based support groups, and will ensure that an elected parent sits on the Academy Board Development Group. There will be a Parent-Teacher Association, which will not only raise funds for extra-curricular projects but will also play a vital role in bringing the community together.

## Section E – evidence of need

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

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

##### Stone Lodge Academy:

##### A Need for More School Places

Kent County Council, in cooperation with the Department for Education, is encouraging bidders to apply, in Wave 12, to open a new secondary academy at Stone Lodge, Dartford. This is to meet the growing need for secondary school places in the coming years. At a joint meeting in May 2016 hosted by KCC and DfE, KCC explained that, in the next six to seven years, they will need two more secondary schools and almost 10 new forms of entry for Year 7 in Dartford. One school will help the local authority absorb indigenous population growth in Dartford itself, while the other will support significant housing development in Ebbsfleet.

To address the former need, KCC are now working jointly with Dartford Borough Council and the EFA to develop a seven-hectare section of a 32-hectare piece of land at Stone Lodge, Dartford. The remainder of the site will be used for sports and recreation, to include a location for the new home of Dartford Valley Rugby Club, an LAT partner in the development of this new Academy project. KCC are keen that the successful bidder for Stone Lodge Academy will work closely with local sports providers and will share facilities. LAT already has the support of the four key sporting providers on this site: Dartford Valley Rugby Club, Dartford Judo Club, Stone Lodge Indoor Bowls Club and Halls Lawn Bowls Club. Letters of support from each of these partners can be found in the appendix to this document.

KCC's own commissioning plans (Commissioning Plan for Education Provision in Kent 2016-2020) confirm the need for secondary-school places in the Dartford area, particularly to the east of the town centre, by 2019. Some key excerpts are given below.

Figure 10.2 shows the number of additional reception places, across Kent, that have been provided up to 2015 and those which will be needed from 2016 onwards.

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

**Figure 10.2: Additional Reception places provided in Kent mainstream schools (2010-11 onwards)**

District	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Ashford	0	45	170	200	170	206	236	236	206	206
Canterbury	0	0	1	1	1	76	52	52	52	52
Dartford	90	90	130	220	255	255	285	255	255	255
Dover	0	0	0	0	60	45	45	45	45	45
Gravesham	30	60	90	130	130	100	100	100	100	100
Maidstone	0	30	90	141	171	231	231	201	201	201
Sevenoaks	15	85	75	85	145	180	190	107	107	107
Shepway	0	0	15	15	45	80	50	50	50	50
Swale	0	75	105	205	280	300	330	330	330	330
Thanet	30	60	150	150	180	240	270	270	270	270
Tonbridge & Malling	30	43	43	73	113	188	143	143	143	143
Tunbridge Wells	50	150	150	239	149	214	184	184	184	184
<b>Total</b>	<b>245</b>	<b>638</b>	<b>1,019</b>	<b>1,459</b>	<b>1,699</b>	<b>2,115</b>	<b>2,116</b>	<b>1,973</b>	<b>1,943</b>	<b>1,943</b>

Source: Provision Planning and Operations, KCC, August 2015.

Note: The above table includes only those projects that have completed the statutory process for expansion and are at an advanced stage of planning. Places in excess of those shown above will need to be commissioned to meet forecast demand.

The significant and then sustained increase in reception-age classes from 2010 onwards will begin to impact secondary-school places from 2017/18 onwards. KCC is already embarking upon a programme to expand additional secondary schools, including two LAT academies: The Leigh UTC and Wilmington Academy. However, this will not be enough. In Dartford, they will need new school provision from 2019 at secondary level to compensate for new reception-age classes added from 2012 onwards, as shown in the table above, or there will simply not be enough school places to meet demand. If not addressed, KCC would need to 'export' even more secondary-age students to Bexley than they do now.

In turn, Figures 10.9 and 10.12 below confirm the significant total need for additional Year 7 and secondary-school places in Dartford to compensate for student roll growth towards the end of the forecast period. As is consistent with the reception-year forecasts, this increase is expected to be sustained well beyond the forecast period. It is important to note that, even in Kent, a large county with considerable capacity to absorb new developments and inward migration, Dartford, in the last third of the forecast period, will experience the highest forecast deficit of any Kent District.

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

**Figure 10.9: Current and forecast surplus / (deficit) of Year 7 places in mainstream schools by District area**

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford	1,522	192	202	165	202	106	-11	-41	36	1,538
Canterbury	1,568	44	50	-41	-125	-129	-203	-226	-212	1,501
Dartford	1,475	53	62	-28	-68	-117	-199	-242	-289	1,525
Dover	1,360	234	253	91	94	-10	33	-73	-1	1,315
Gravesham	1,314	116	61	-8	-76	-159	-161	-215	-241	1,308
Maidstone	2,065	171	129	129	46	-79	-173	-220	-259	2,047
Sevenoaks	630	127	3	29	3	-37	-41	-33	-64	480
Shepway	1,195	199	209	202	136	130	58	52	72	1,195
Swale	1,685	172	156	81	-8	-76	-149	-159	-281	1,685
Thanet	1,554	201	24	11	-74	-110	-233	-241	-194	1,444
Tonbridge & Malling	1,841	279	180	184	114	58	-10	-34	-61	1,768
Tunbridge Wells	1,515	149	88	49	-47	-153	-194	-166	-167	1,444
<b>Total</b>	<b>17,724</b>	<b>1,937</b>	<b>1,417</b>	<b>864</b>	<b>198</b>	<b>-576</b>	<b>-1,285</b>	<b>-1,597</b>	<b>-1,660</b>	<b>17,250</b>

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

**Figure 10.12: Current and forecast surplus / (deficit) of Secondary places in Kent mainstream schools by District area**

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 capacity
Ashford	7,083	638	751	829	937	858	655	411	283	7,690
Canterbury	7,747	283	143	45	-182	-375	-624	-900	-1,071	7,505
Dartford	7,385	485	535	455	363	170	-39	-344	-604	7,925
Dover	6,705	843	891	822	779	600	399	74	-18	6,575
Gravesham	6,510	599	545	408	162	-119	-395	-670	-904	6,540
Maidstone	10,268	1,143	1,005	880	721	406	62	-287	-674	10,235
Sevenoaks	2,790	721	278	155	123	22	-42	-79	-171	2,400
Shepway	5,795	839	937	1,026	953	886	745	587	457	5,975
Swale	8,369	781	826	806	645	395	72	-243	-605	8,425
Thanet	7,748	743	506	527	327	77	-351	-616	-820	7,220
Tonbridge & Malling	8,599	944	1,088	1,180	1,136	908	620	406	162	8,840
Tunbridge Wells	7,902	951	847	526	397	60	-253	-478	-694	7,706
<b>Total</b>	<b>86,901</b>	<b>8,970</b>	<b>8,354</b>	<b>7,660</b>	<b>6,360</b>	<b>3,888</b>	<b>849</b>	<b>-2,136</b>	<b>-4,661</b>	<b>87,036</b>

Source: School-based pupil forecasts (2015-based), Provision Planning and Operations, KCC.

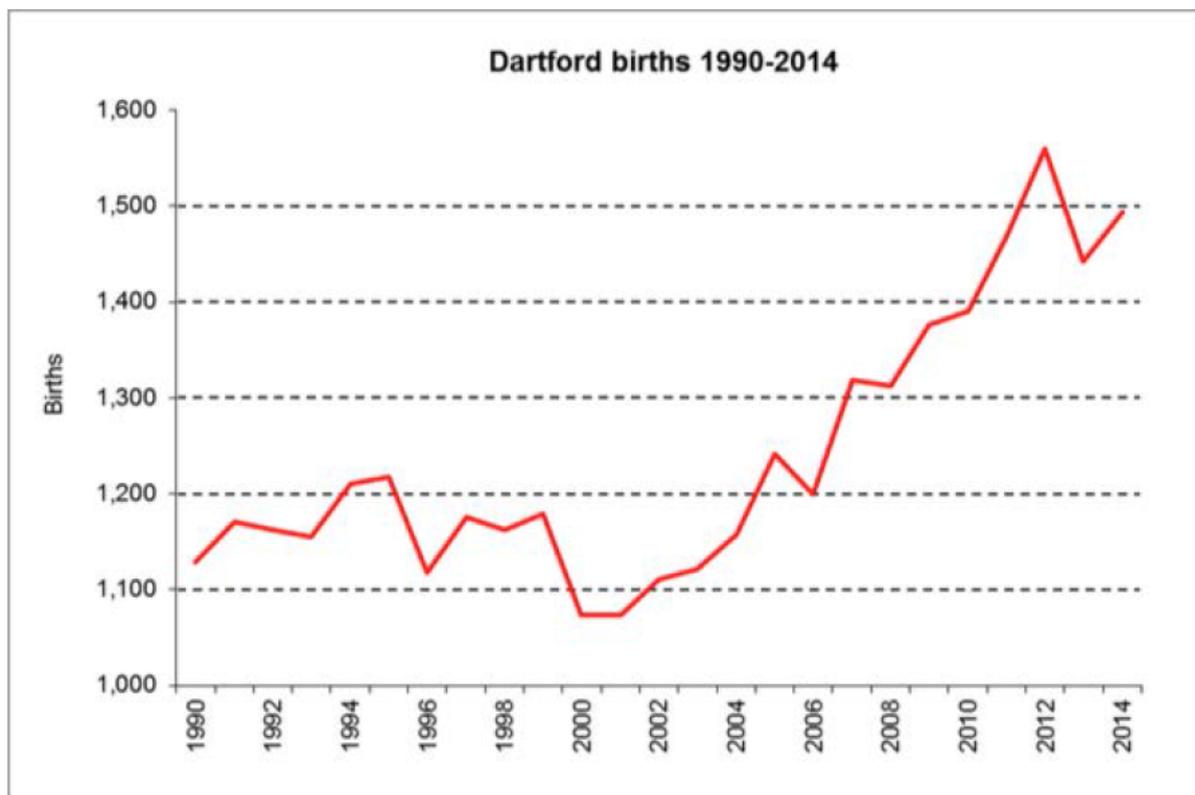
KCC summarise the need for new school places in Dartford thus:

**'10.8 DARTFORD Overview**

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

- *Demand for school places in Dartford is mainly caused by inward migration connected to significant house-building and the birth rate, which is higher than both the Kent and national.*
- *Dartford's birth rate dropped significantly in 2013, although it has shown a slight increase in 2014. However, the impact of a significant increase in birth rates in previous years will continue to provide pressure for places.*
- *Despite expansions at seven primary schools in recent years, demand is continuing to increase beyond available capacity.*
- *The Dartford Borough Core Strategy records significant housing development (up to 17,300 new homes), focusing on seven key sites, all of which will require new education provision. These are: Eastern Quarry, Stone, Ebbsfleet Green, Ebbsfleet, Swanscombe Peninsula, Dartford Northern Gateway and Dartford Bridge. Much of this development will be under the auspices of the Ebbsfleet Development Corporation.*

*Birth rates across Dartford are on a strong upward trend and school places are coming under serious pressure as a consequence. This is being compounded by significant rates of inward migration.'*



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

The table below shows the deficit of secondary school places in Dartford specifically.

### Borough Analysis – Secondary

The table below sets out the school population figures and forecasts:

	2014/15 PAN / Capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2021-22 PAN / Capacity
Year 7	1,475	53	62	-28	-68	-117	-199	-242	-289	1,525
Years 7-11	7,385	485	535	455	363	170	-39	-344	-604	7,925

In addition, the table below summarises KCC's existing plan to close the deficit of school places identified above.

### Dartford Secondary School Commissioning Position

by 2016-17	by 2017-18	by 2018-19	2019-20 to 2021-22)
1 FE – Wilmington Grammar Girls 2FE – Wilmington Academy 1FE – Ebbsfleet Academy	1FE in Dartford	2 FE in Dartford 4FE (of 8FE) in Alkerden	4FE in Alkerden 9FE in Dartford

Included, from 2019, is the new secondary provision now identified to be built at Stone Lodge.

### A Need for Greater Choice and Diversity in the Schools Available to Local Parents and for Innovation that will Lead to Better Outcomes for Students

The need for additional school places in this case does not arise from concerns about educational quality. This is solely an issue about a lack of sufficient places for local children. However, our Academy will be given great scope to develop its own culture and ethos. It will explicitly not be a carbon copy of any other LAT Academy, but will adopt the key characteristics that make LAT Academies outstanding. All Academies within the Trust are already unique and Stone Lodge Academy will be no exception. Its sport and science specialism exists nowhere else within the Trust and the group of influential partners that we have already assembled, who in time will, we hope, contribute to the Academy's governance, is linked to no other Trust schools. In that sense, this Academy will continue to provide choice and diversity to parents and students across the Dartford area, to provide new and exciting curricular and extra-curricular innovations and to offer life-changing pathways to a wider range of Dartford students.

Membership of an existing strong, successful and local multi-academy trust such as LAT is the surest way to ensure a powerful start and sustainable improvement journey

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

for this new secondary-school provision. Membership of LAT will instantly provide parents and the local community with confidence in this new Academy, as well as the support and educational track record needed for Stone Lodge Academy to be outstanding.

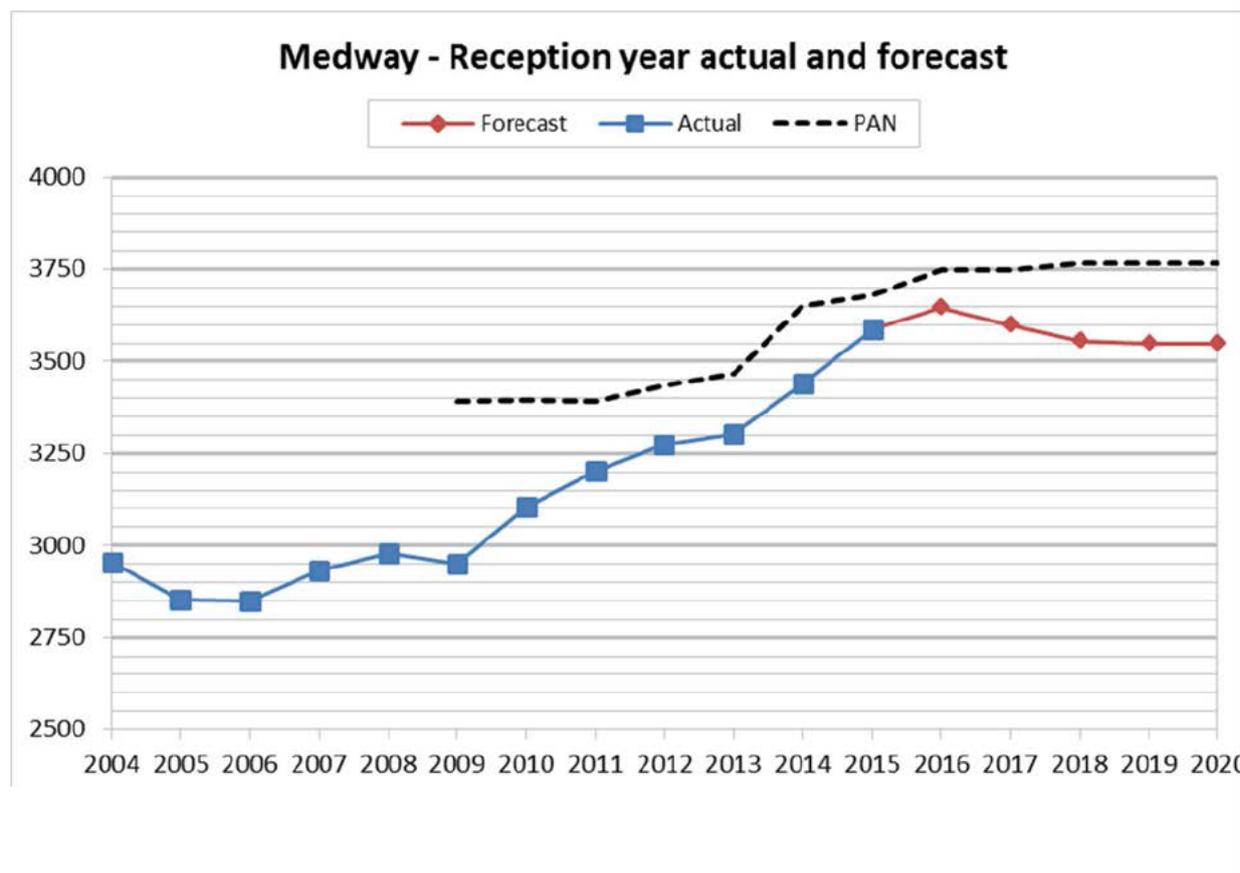
**Medway Academy**

Medway Council has approached Leigh Academies Trust, as their preferred education provider, to apply to open a new secondary free school. This would provide additional places to address increasing demand for secondary-school places across the Medway authority area.

**The Forecast Need for Secondary-School Places**

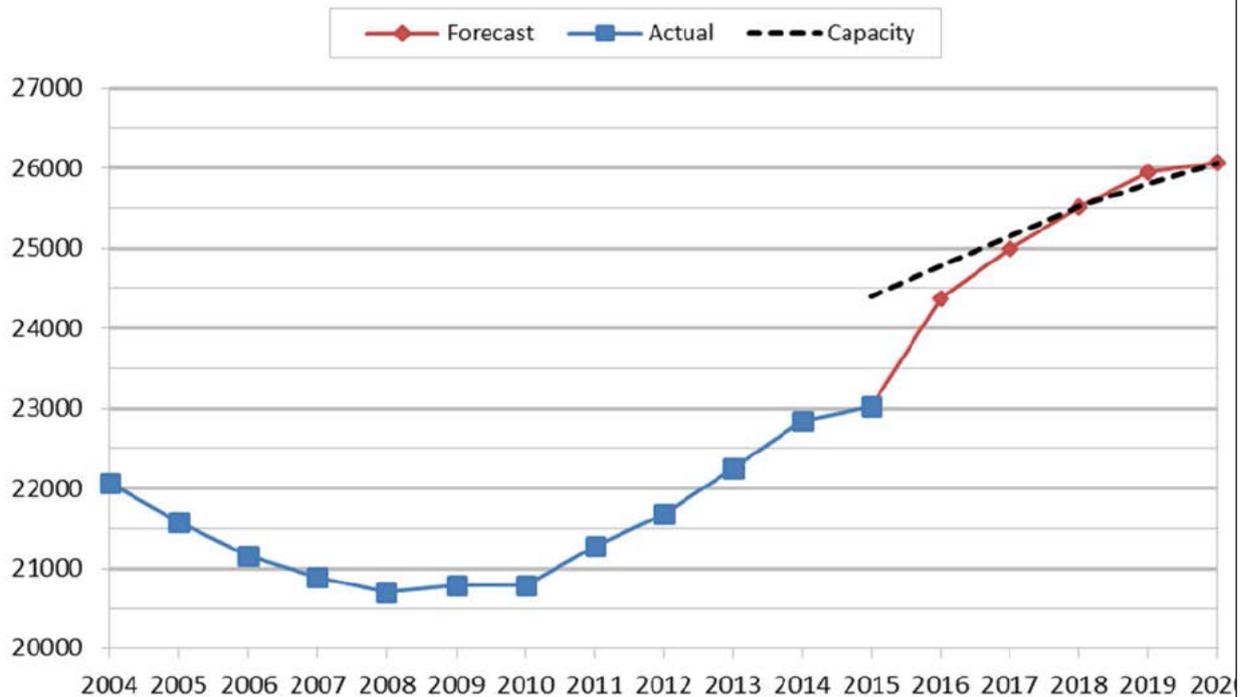
Medway has recently experienced an increase in demand for primary-school places, resulting from an increased birth rate, aging population and increase in inward migration into the area, driven by its good road (M2) and rail (high-speed connections serving five Medway stations) links into London and its proximity to the growing local Medway and North Kent economies.

Graphs below show the impact that this has already had on actual reception-year intakes and primary school rolls, as well as on forecast intakes to 2020.



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

**Medway - Total primary roll actual and forecast**



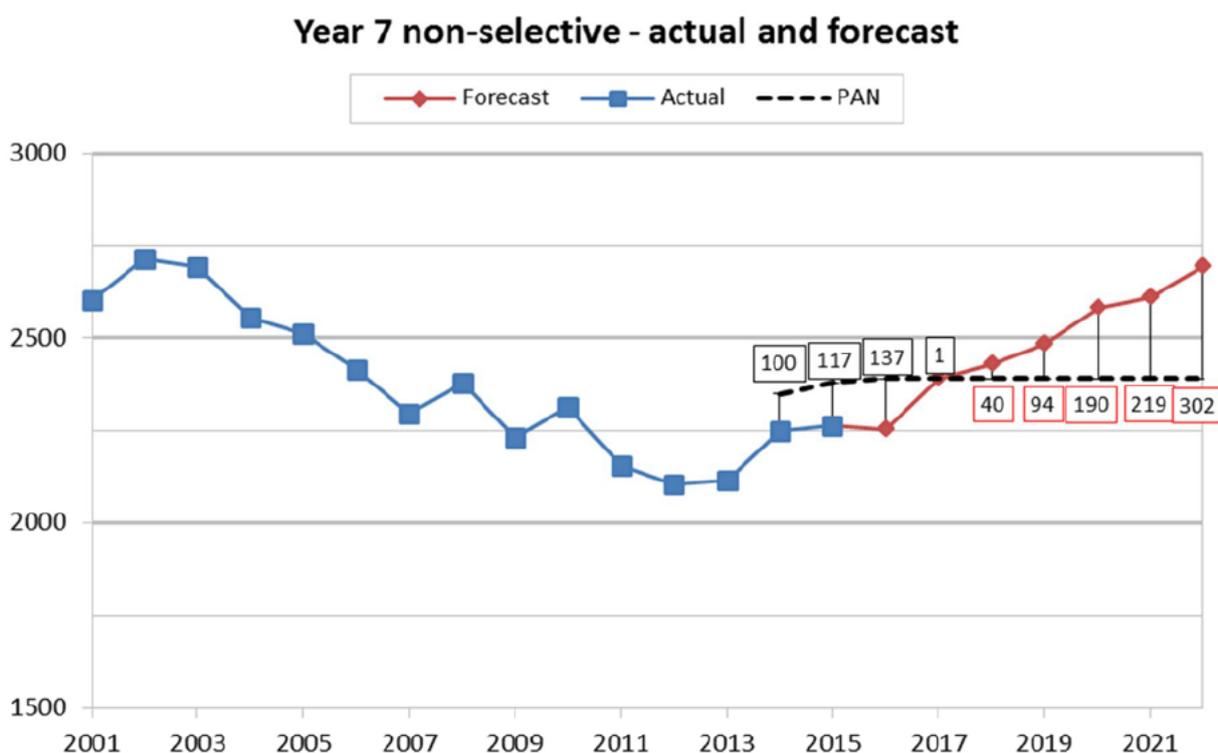
The first graph shows the rapid increase in reception-year intakes between 2009 and 2015, leading to an increase, shown in the second graph, in total Medway primary rolls that will continue to at least 2020.

On this evidence, the increased demographic that impacted the Medway reception-year intake in 2010 will start to impact the Year 7 intake across Medway from September 2017. As shown in Figure A below, this increased demand is expected to be met initially by spare capacity in existing Medway secondary schools but, by September 2018, there will be an increasingly-large deficit of Year 7 places, rising from just over 1FE in 2018 to over 10FE by the end of the forecast period in 2022.

**Figure A: Medway Year 7 non selective places – actual, forecast and existing capacity.**

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

- Surplus number of places
- Deficit number of places



**Medway Council Local Plan for Development**

The situation in Medway and the need for additional primary- and secondary-school places is further exacerbated by the potential number of new housing developments. Medway Council has, earlier this year, consulted on its new Local Plan to set out its strategy for Medway’s development from 2012 to 2035. This includes an expected need for an additional 29,000 new homes to address a forecast 21.8% increase in its population by 2037, rising from 274,015 people in 2014 to 322,700 people by 2035. There are already a number of planning applications for significant developments across Medway, the student yield from which is expected to lead to a significant increase in the demand for both primary- and secondary-school places. Specific developments currently in the planning-application process, with their child-yield estimates for Strood, the Gillingham East and Rainham developments are listed below:

<b>Gillingham East and Rainham developments</b>		
<b>Development</b>	<b>Dwellings</b>	<b>Estimated secondary age student product</b>
Otterham Quay Lane	300 houses	72 students
Land east of Mierscourt Road	100 houses, 36 flats	27 students
Berengrave Lane	12 houses	3 students

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

Land of London Road Newington	126 houses	30 students
Four Gun Field	52 houses	12 students
Bakersfield, Station Road, Rainham	58 houses, 32 flats	16 students
<b>Total</b>		<b>160 students</b>

**Strood developments**

<b>Development</b>	<b>Dwellings</b>	<b>Estimated secondary age pupil product</b>
Land north of Brompton Farm Road	135 dwellings	30 students
Templars Rise	68 houses	16 students
Temple Waterfront	600 dwellings	106 students
Canal Road	500 dwellings	88 students
<b>Total</b>		<b>240 students</b>

**Total across Strood, East  
Gillingham and Rainham****400 students**

The Medway Council Local Plan 2012-35 consultation document states that:

*'Forecasting of future demand for school places shows that schools in Medway are generally at or close to capacity. The pressures are particularly acute for coming years in secondary schools. All new development coming forward over the plan period will need to contribute towards providing increased capacity in schools to meet the needs arising from their developments.'*

*While some of this investment can be used to expand capacity at existing schools, the scale of growth forecast for Medway over the plan period will also require new provision. This will be a key consideration for areas that are the focus of substantial new development, and school sites and buildings will need to be incorporated into the plans for major growth locations.'*

All parts of Medway authority are in close proximity to Kent. Medway schools are currently importers of Kent-based students. Given the Thames Gateway developments just to the west of Medway, some of which are explained above, and the good transport links, it is expected that there will be further demand for secondary places in Medway from Kent students to the south and west of Medway. Whilst this is not factored into the analysis above, it will almost certainly add further pressure on the demand for school places in Medway.

## E2 – Successful engagement with parents and the local community

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

Leigh Academies Trust Academies are highly popular with parents and students. The Leigh Academy, Longfield Academy and Wilmington Academy (all in the Dartford area) are all heavily over-subscribed in Year 7. Each Academy is full, so we are forced to turn away many parents each year who wish their children to have a Leigh-style education. As an example, The Leigh Academy recently conducted a survey of its parent body (July 2016). Some headlines from the parent survey are as follows:

- 92% agreed that student achievement was good or better;
- 88% agreed that teaching was good or better;
- 92% agreed that behaviour and safety are good or better;
- 90% agreed that leadership and management are good or better.

We have written support from five local schools (**Appendices G-K**) for Stone Lodge Academy and one local school for Medway Academy (**Appendix L**).

#### **Stone Lodge Academy**

It would not be appropriate to approach KCC or Dartford Borough Council (DBC) for their support to develop Stone Lodge due to the competitive nature of this process. However, KCC have made clear their desire for the Academy to be the centrepiece of a 'sports hub'. Given the powerful range of sporting partners from whom we have support, LAT is best placed to deliver on KCC's goal (see **Appendices B-F**). We have made KCC and DBC aware that LAT is planning an application submission. Even though we have not approached the local council, it should be noted that the Leader of DBC is an LAT Director and has signalled his private support for this project going ahead. The admission policy for Stone Lodge will be adopted from a standard LAT template. It will be based on creating a school for the local community. Therefore, the main postcodes from which students will come will be DA1, DA2 and DA9 (**Appendix M** shows catchment area and local primary provision).

#### **Medway Academy**

Given the good road- and rail-transport links across Medway, the Council consider that the location of a new secondary school within Medway should be driven by the feasibility of developing the proposed secondary-school site in a location that is accessible by students from new housing developments. With this in mind, Medway have identified three sites, one in Strood in the west of Medway and two in Rainham, in the east. All three sites are close to significant housing developments that are currently in planning, as well as existing Medway conurbations. **Appendix M** contains a local catchment summary and primary provision information.

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

Given the on-going evolution of Medway’s local plan and development strategy and the long lead time before new secondary provision is needed (September 2019), no specific survey has been carried out regarding the Leigh Academies Trust proposal to open a 6FE secondary free school in either Strood or Rainham. However, Medway Council has, earlier in 2016, consulted on its local plan and development strategy. Amongst other topics, the consultation included the specific question below:

Q47. How best can the Local Plan secure the provision of new and expanded schools to meet the needs of Medway’s communities and ensure that such infrastructure is delivered in a timely manner and located appropriately as a key element of sustainable development?

Total Number of Responses to Question

31

Popular Responses	Through new developments	Build new schools	Expand existing schools	Use developer contributions	Long-term funding plan	Other non-planning related suggestions
	9	6	5	5	3	5

Type & number of respondent	Resident	Developer/consultant	DTC body	Public Representative	Stakeholder groups
	17	1	2	5	6

Response Analysis

Most respondents felt that new and expanded schools should be secured via developer contributions and linked to new developments. It was also felt that if an expansion of the education system is needed this should be achieved through new buildings rather than expanding existing schools.

- Residents wanted to see schools come forward with new development and be brand new schemes
- Public representatives were supportive of new schools to come forward with development, with funding secured through developer contributions
- DtC bodies and stakeholder groups were split between expansion of existing and building of new schools

As can be seen from the responses and associated analysis above, there is a clear demand for new provision schools in the Medway area in response to the long-term local plan and that the preference is for this new provision to be tied to new housing developments. As can be seen from section E1 there is considerable development planned and already taking place in the Strood and Rainham areas of Medway and all school sites identified are for new build schools accessible from proposed new housing development areas. In terms of gauging the specific demand for LAT, as already stated, LAT is Medway Council’s preferred school operator (see Appendix A).

We propose to begin wider marketing campaigns for both the new Academies from autumn 2016 onwards including setting up new websites for both Academies, linked to the ‘forthcoming academies’ section of the LAT website. We consider that it is not necessary to do so any sooner for schools which are not set to open until 2019 and for

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

which LAT does not yet have approval. Such actions would be confusing for the local communities, especially if all other bidders were doing likewise.

## Section F – capacity and capability

### 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]	Bearsted, Kent	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	Dartford, Kent	[REDACTED]	[REDACTED]	[REDACTED]	6-12
[REDACTED]	Rochester, Kent	[REDACTED]	[REDACTED]	[REDACTED]	6-12
[REDACTED]	Dartford, Kent	[REDACTED]	[REDACTED]	[REDACTED]	2-10

[REDACTED]	Surrey	[REDACTED]	[REDACTED]	[REDACTED]	2-5
[REDACTED]	Canterbury, Kent	[REDACTED]	[REDACTED]	[REDACTED]	2-5
[REDACTED]	Dartford, Kent	[REDACTED]	[REDACTED]	[REDACTED]	2-5
[REDACTED]	Tunbridge Wells, Kent	[REDACTED]	[REDACTED]	[REDACTED]	As required



## F1 (b) Skills gap analysis

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

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

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
None	None	None

[Add more lines as appropriate]

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

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

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

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

The diagram below indicates how governance within Leigh Academies Trust is currently organised. Further explanation about how this operates following afterwards.

```

graph TD
    Members[Members] --> Academic[Academic Standards Committee]
    Members --> TrustBoard[Trust Board]
    Members --> Resource[Resource Committee]
    TrustBoard --> LeighAB[The Leigh Academy Board]
    TrustBoard --> LongfieldAB[Longfield Academy Board]
    TrustBoard --> WilmingtonAB[Wilmington Academy Board]
    TrustBoard --> StationersAB[Stationers' Crown Woods Academy Board]
    TrustBoard --> LeighUTC[The Leigh UTC Board]
    TrustBoard --> MilestoneAB[Milestone Academy Board]
    TrustBoard --> MascallsAB[Mascalls Academy Board]
    TrustBoard --> MaidstoneAB[Maidstone Primary Academy Board]
    LeighAB --> Dartford[Primary Academy Development Group]
    LeighAB --> Hartley[Primary Academy Development Group]
    StationersAB --> Eastcote[Primary Academy Development Group]
    MilestoneAB --> Molehill[Primary Academy Development Group]
    MilestoneAB --> Oaks[Primary Academy Development Group]
    MilestoneAB --> TreeTops[Primary Academy Development Group]
    MilestoneAB --> LangleyPark[Primary Academy Development Group]
  
```

Stone Lodge and Medway Academies will be academies within Leigh Academies Trust. Leigh Academies Trust is an incorporated charity, which means that the Trust is a company that has charitable purposes, and has its own 'legal identity'. This means that all contracts, land holding, and agreements will be in the name of the Company and not any one individual director or member.

The governing document of the Trust is the company's Articles of Association, revised December 2011. The Articles outline the way that the Trust must be managed, in

**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**

conjunction with the requirements of Company Law and Charity Law. Other governing documents are LAT's four master funding agreements (MFAs). The Trust is registered with Companies House (no. 02336587), but is not required to be registered with the Charity Commission, as it is an 'exempt' charity.

The Trust operates under a Scheme of Delegation which defines the areas of responsibility for all boards and committees, the Trust Executive and Academy Principals. The document is reviewed annually by all stakeholder groups, and published widely. All committees have their own Terms of Reference.

**Trust Members:** The Trust follows company format; it has Members (who would ordinarily be the shareholders) and Directors (who are also trustees for the purposes of Charity Law). The Articles outline who the Members should be (or their representatives).

The Members of the Trust are:

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

The Members of the Trust have limited liability. They also have specific rights and obligations under Company Law, e.g. amend the Articles (subject to Secretary of State approval), receive audited accounts, and appoint certain categories of Directors.

**Trust Directors:** Directors are responsible for the general control and strategic direction of the Trust, and delegate the day-to-day management of the Trust to the Executive Team. The Board acts collectively, i.e. decisions taken are based on the majority 'vote'. No one director has more or less responsibility than another.

The Directors have responsibilities (and duties of care) under Company Law and also Charity Law, but in essence, they must ensure that the Trust is well run, solvent, and carries out its activities in accordance with the Objects as outlined in the Articles of Association. In addition they have fiduciary duties and must act for the best interests of the Trust and declare any actual or potential conflicts of interest, as well as protect the assets and reputation of the Company.

The format of the board of Directors (or Trust Board) is outlined in the Articles of Association, and there are a number of 'categories' of Directors, such as those who are co-opted, appointed or elected. The chair of each Academy Board is a Director of the Trust, therefore ensuring a direct link between the Trust Board and the governors of each academy.

**Audit Committee:** The members are comprised of both Company Members and Directors with the former having a majority to provide independent scrutiny. The main

## **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**

purpose is to review the Statutory Accounts before the Annual General Meeting of the Members.

**Resources Committee (RC):** The members are appointed by the Directors. The RC scrutinises the finances of the Trust, as well as having oversight of business, human resources and IT services across the Trust. It makes recommendations relating to the annual budget to the Trust Board.

**Academic Standards Committee (ASC):** The members are appointed by the Directors. The ASC scrutinises the overall education performance and strategy of the Trust, as well as cross Trust educational services such business partnership, inclusive services and the Academy Improvement Team.

**Academy Boards:** Essentially ‘committees’ of the Trust Board, and each will have its own Terms of Reference. These Committees have no liabilities (under Charity Law and Company Law) *per se*, unless they carry out delegated authority from the Trust Board, and this is in accordance with the Scheme of Delegation. Generally speaking, all activities and decisions of the Academy Boards are ratified by the Trust Board.

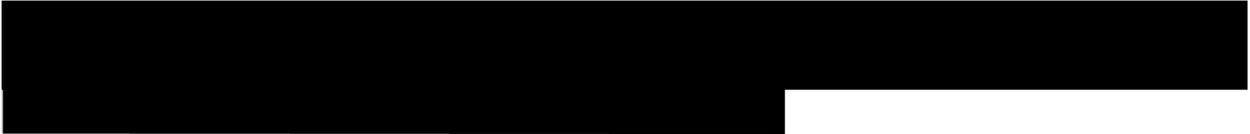
The Academy Boards behave in exactly the same way as the governing body of any other school, but it is the responsibility of the Trust Board to ensure the Academy Board is performing effectively. The Academy Board will act collectively, and no member has any additional authority or responsibility above that of other members, unless delegated by the Trust Board. All Academy Boards contain both parent and staff representatives who are elected by the relevant constituencies. In some cases Academy Boards have oversight of both a secondary and linked primary academy.

**Development Groups:** These are advisory and monitoring committees to the Academy Board to provide more dedicated scrutiny of primary academies. Members of the committee are drawn from members of the relevant Academy Board.

Any conflicts or interest are managed carefully. They are declared at the start of each meeting, updated annually and published on Trust and academy websites along with other business interests and attendance records.

As the Trust continues to grow, it will need to evolve its model of governance. LAT envisages creating Cluster Boards for each of its clusters that will operate in between the Trust Board and Academy Boards. Their function will primarily be to oversee the educational operations and performance of academies within the Cluster. The Chair of the Cluster Board is likely to be the Chair of the lead school within the Cluster. Other governors on the Cluster Board will be appointed from academies within the Cluster. The Trust Board will become a smaller, strategic entity comprised of 8-9 members. It will include Chairs of Cluster Boards, plus other sponsor appointed members and the CEO.

## Section G – budget planning and affordability

<b>G1 – budget planning and affordability</b>
Applicant type 4: not necessary


## Annexes

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

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



Department  
for Education

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