



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

**The Maritime Academy**

## Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	26
Section D – education plan: part 2	26
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	27
D2 – measuring pupil performance effectively and setting challenging targets	33
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	36
D4 – the school will be welcoming to pupils of all faiths/world views and none	43
Section E – evidence of need	47
E1 – provide valid evidence that there is a need for this school in the areas	47
E2 – successful engagement with parents and the local community	70
Section F – capacity and capability	72
F1 (a) Skills and experience of your team	73
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	78
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	81
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	82
F5 – Independent schools have an appropriate, well-maintained, and secure site	82

Section G – budget planning and affordability	83
Section H – premises (use Excel spread sheet)	84
Annexes	85
CV template	86
Self-assessment form for independent schools	91
Governance self-assessment	97

## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

[FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to:

[applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

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

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

### **Submitting Section I**

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

## **Data protection**

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

## Application checklist

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

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

**Print name:** [REDACTED]

**Date:** 26-9.2016

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

# Completing the application form

## Section A – applicant details (use Excel spread sheet)

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

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

## Section B – outline of the school (use Excel spread sheet)

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

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

## Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

TSAT is a high performing Trust (see Section E) across the Primary and Secondary Phase. The Trust has 4 Secondary Schools: 2 Grammar Schools; 1 High School and 1 Comprehensive School. The Trust has 7 Primary Schools. TSAT has two Hubs one in Portsmouth and one in Medway. The Trust plans, over the next 5 years, to establish 2 new Hubs across the South East that will join the Hubs together so that no Hub is more than 60 minutes from another, this will allow for further integration of central services and facilitate even more effective school to school support.

This Free School bid is supported by the Local Authority – see letter in Section E – and the [REDACTED]:

[REDACTED]

Thanks.

I wanted to wait until we had had a conversation with your results but see the point: **so am happy for you to submit your Free School Application.**

Let's pick up the rest when we meet.

[REDACTED]  
[REDACTED]

Cheers

[REDACTED]

**From:** [REDACTED]

**Sent:** 12 September 2016 11:56

**To:** [REDACTED]

**Subject:** TSAT RSC capacity review - needed for Free School Application

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

Dear [REDACTED]

Back in June we completed our sponsorship capacity return for the [REDACTED] and following this submission agreed that it was best to wait until after the [REDACTED] situation had been resolved before this was reviewed. We also agreed to withdraw our Wave 11 Free School submission given the context of the Trust and to resubmit our application for Wave 12.

We are now finalising our bid for the Wave 12 submission for a Medway free school and are in active conversations with 3 schools in Portsmouth about joining our Trust.

Before moving forward on either project are keen to confirm that this growth strategy would be supported by the [REDACTED] and is in line with figures supported by our capacity return. In addition, for the Free School bid we are required to include the [REDACTED] written confirmation that we have the capacity to open one (or more) free schools – which we currently do not have.

[REDACTED] has contacted [REDACTED] to move this forward, however, [REDACTED] is away until September 23<sup>rd</sup> and this will be too late for the Free School Application.

I would be grateful if you could consider / suggest the best way forward for us. As you know the Trust has continued to deliver improved outcomes for children, especially in the secondary phase, in the last academic year and that the Trust drive team is still in place to provide the capacity for us to expand.

I look forward to hearing from you soon.

Kind regards,

[REDACTED]

[REDACTED]

[REDACTED]



a: [REDACTED]

t: [REDACTED]

e: [REDACTED]



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

**Rationale - Why this Free School is needed.**

There are three major reasons why a new all-through 4-19 Free School is needed in this location:

1. Basic need.
2. School/academy performance including parental choice.
3. Financial viability and sustainability.

1. Basic need:

The Maritime Academy is positioned to support the need for student places in Gravesend, (Kent LA) and the Strood area (Medway LA). Medway have identified this site as an area they would support the building of a Free School to meet expected basic need in the area. See map in Section E.

Demand for school places in Kent is significant, KCC commissioning plan 2016-2020 notes: “The need for additional school places in the County has been recognised by Government, with Kent receiving the largest basic need allocation in 2015 of any local authority.”

The basic need for additional school places in the Gravesend area is described as acute and will come under additional pressure due to the acute shortages also outlined in the neighbouring Dartford area.

As can be seen below this area requires an additional 5FE in the Primary phase by 2019/20 and 8FE in the Secondary phase by 2021/22.

**Gravesham School-based surplus/deficit capacity summaries: Year R**

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Gravesham	1,371	14	-34	-174	-123	-173	-159	1,341

**Gravesham – Primary - All Year Groups**

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
----------------	------------------	-------------	-------------	-------------	-------------	-------------	-------------	------------------

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

<b>Gravesham</b>	9,136	97	-71	-323	-510	-726	-943	9,462
------------------	-------	----	-----	------	------	------	------	-------

**Gravesham School-based surplus/deficit capacity summaries: Secondary**

	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	1,314	116	61	-8	-76	-159	-161	-215	-241	1,308
Years 7- 11	6,510	599	545	408	162	-119	-395	-670	-904	6,540

The area will also come under increased pressure for places due to the acute shortages in the neighbouring Dartford area: “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.” (KCC commissioning Plan)

By 2018/9 there is a need for at least 3FE primary and forecast demand would require at least 8FE for secondary by 2018. According to the commissioning report there will be a need for 3FE primary Gravesend SW and Northfleet 2017/18 and 6FE secondary 2018-2021. Our proposed all-through Free School would be well placed to meet these needs. We propose an all-through Free School with a 3 FE Primary (90) and 6FE (180) Secondary. We will strategically plan to work with other local primaries to secure transfer at 11. TSAT will plan the opening of sixth form provision in 2020 when the Free School has been established and this gives the trust time to recruit post-16 students, appoint key staff and begin to build a local reputation for quality provision.

In Medway there are similar pressures on school places through an increase in the birth rate, new housing development and net migration into the area.

“There is an overall need for additional primary age provision in some parts of Medway which will be met by expanding good schools or establishing new Academy or Free Schools.” (Medway School Education Plan,

\_\_\_\_\_ )

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

There are considerable pressures in Strood, the [REDACTED] and [REDACTED]. The area is also part of the [REDACTED]. The pressure on primary places is acute; TSAT has already opened a new 3FE Primary school in Medway in the [REDACTED] however there is need still further and the LA is currently expanding existing provision.

There is also a rising secondary demand and the current system will be unable to meet this increased demand by 2018/19. Our proposed all-through provision would be well placed to meet this demand. In discussion with the LA indicated that they would support the application on basic need as there will be a need for 2 FE primary on basic need. TSAT believes this new provision will be popular with parents as we already lead successful local primaries; therefore a 3FE and 6 FE secondary will be needed from 2018 onwards.

Please see graphs in Annex provided by Medway Council demonstrating the need for additional capacity.

### *Preferred Site and LA Support:*

Medway LA support this Free School Application. Currently there is no secondary provision in the [REDACTED] area of Medway. Pupils have to travel across the [REDACTED]

The proposed Free School covers the post code [REDACTED] (within the [REDACTED]) – it is a good position and it has in excess of 10 hectares of land - currently agricultural - and has good potential for road and bus transport. It is on the [REDACTED]

[REDACTED] The site is on the border with Gravesham and therefore would be an ideal site for a TSAT all through Free School. In discussion with the LA officers, in principle they support this Free School application as there is a significant basic need of 2/3 FE entry primary, 6FE secondary school and TSAT is a preferred sponsor.

Please see Map in Section E.

### 2.School/academy performance including parental choice

Both Kent and Medway suffer from poor Primary provision. The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2014/15 ranks

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

Kent 112<sup>th</sup> of 151 for Primary provision and Medway as the worst performing authority with the fewest students attending a good or better school.

In terms of standards 2015 KS2 results place Medway at the bottom for percentage of pupils achieving the required standard (L4+ combined) in their KS2 tests. Kent results placed them 88<sup>th</sup> on the league table of KS2 results.

TSAT has a track record of high performing Primary Schools with the new TSAT Medway Primaries rapidly improving to be amongst the best in the local area and the established Primary Schools in Portsmouth delivering consistently good or outstanding outcomes for children.

Therefore, it is appropriate that parents should be able to choose high quality Primary provision in their local area and TSAT can deliver this through the new Free School.

It is clear that parents are not happy with the offered provision with nearly 3000 parental appeals lodged in 2015 across Medway and Kent in regard to the school students have been offered. (Please see table in Section E)

The Maritime Academy will be able to offer parents high quality Primary provision and a through school opportunity with a dedicated Grammar stream supported by a Grammar School reducing the need for students to take the 11+. It also gives the opportunity for students to move into a more academic environment later in their academic career if their talents develop later in their school life.

Our proven track record in delivering high quality Primary and Secondary provision will enable parents to have a new choice when considering the schooling of their children.

### **3. Financial viability and sustainability**

There are a large number of small primary schools in Kent and Medway, whose long term financial viability is questionable given the increasing constraints on school funding. In Kent nearly half of primary schools have under 210 pupils and nearly 9/10 are maintained primaries. In Medway there are a number of smaller primaries which will potentially struggle to cope with financial constraints. TSAT has a strong financial structure and our FD is highly competent and a respected FD and Business SLE. He has developed an excellent sustainable business model for TSAT and all our academies access high quality central services and school improvement specialists. The Free School will benefit from these central services, procurement of the MAT and deployment of TSAT staff and resources as it grows even if it does not fill to PAN in the first initial years. The all-through provision supported by a strong



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

MAT will be more financially viable than stand alone separate primary and secondary provision.

### **VISION**

This Free School bid is part of this overarching vision because it will complete the Medway Hub making it a highly financially efficient Hub able to support the expansion by the Trust connecting the two Hubs by 2022.

All schools in TSAT share the same vision of a cognitive approach to education; this metacognitive approach has been recognised by The Sutton Trust as being critical to raising achievement and progress of students.

#### Our Core beliefs:

At the heart of TSAT is the belief that the work that we do must transform the life chances of students.

We believe that the best way to transform life chances is to actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny.

“We are what we habitually do” (Aristotle), to transform life chances we have to transform habits.

The ultimate goal is that every individual, child or adult, in the organisation consciously recognises their own habits, strengths and areas for development and actively seeks to improve themselves thereby creating transformational change in each individual.

Transforming life chances by ...

- Providing an educational framework that promotes the development of effective habits and cognitive structures.
- Challenging everyone to aspire to and strive for personal excellence.
- Enabling each individual to realise their potential and become the master of their own destiny.

#### Pedagogy:

As a TSAT school The Maritime Academy will share the belief in a cognitive approach to education. In practice this means that all students will be taught to use the same Teaching / Learning toolkit. This approach is formally assessed by the Cognitive Education Development Unit at Exeter University; schools that demonstrate the embedded and effective use of these cognitive approaches are designated as Thinking Schools. All TSAT schools are or are working towards Thinking School status and we would aspire to The Maritime Academy being a Thinking School from Day 1. In

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

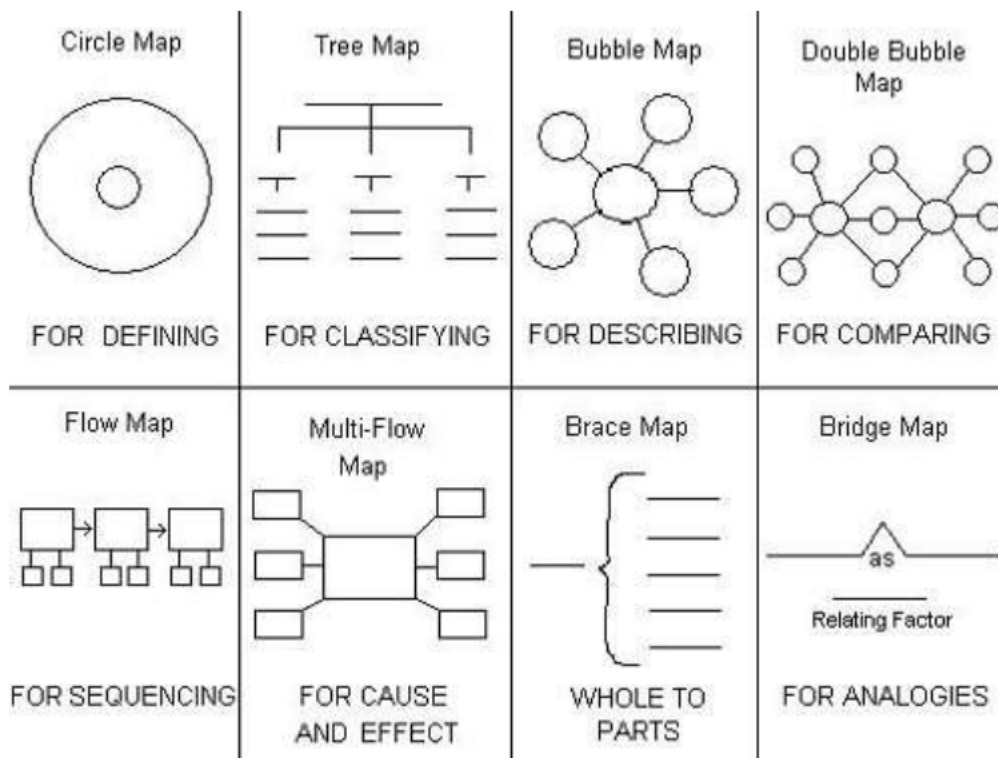
Medway only TSAT schools are using this cognitive approach to underpin their educational philosophy and practice and nationally less than 50 schools have gained accreditation from Exeter University.

In this approach students experience a common language of learning that is invaluable in supporting students in their learning. This common language of learning will allow The Maritime Academy to be a powerful driver of progress as students will transition with much greater ease from KS2 to KS3 with a familiar approach to Teaching and Learning so there will be no loss in momentum between Year 6 and Year 7. Also as a through school with a single pedagogical philosophy the students will be immersed in this environment and approach for 12 years maximising the benefit of this approach.

This approach to pedagogy has a very practical impact on how children learn and their expectations of how they will be taught in the classroom. The common Teaching / Learning toolkit is comprised of a number of thinking tools including: Thinking Maps, Habits of Mind, Cort 1 tools and Thinking Hats.

Thinking Maps:

Thinking maps are based on the work of [redacted] and are used by teachers to support students structure their thinking for a specific task. Below you can see the structures used by teachers and students to support their learning:



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

These structures for learning would be used throughout The Medway Maritime Academy, across all Key Stages and abilities providing a framework for thinking and learning.

*Habits of Mind:*

Habits of Mind were established by [REDACTED] from the Centre of Thinking and are at the heart of what Thinking Schools are attempting to do. By explicitly focusing on the habits required to be successful, students at TSAT schools are immersed in a culture of self-reflection and improvement that will enable them to be successful students and, later, adults. The Habits of Mind include: (see next page)

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

# H a b i t s o f M i n d

 <p><b>1. Persisting</b> Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing impulsivity</b> Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>
 <p><b>3. Listening with understanding and empathy</b> Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b> Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking. (Metacognition)</b> Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
 <p><b>7. Questioning and problem posing</b> How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking and communicating with clarity and precision</b> Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	 <p><b>10. Gather data through all senses:</b> Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>
 <p><b>11. Creating, imagining, and innovating</b> Try a different way! Generating new and novel ideas, fluency, originality</p>	 <p><b>12. Responding with wonderment and awe</b> Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
 <p><b>15. Thinking interdependently</b> Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b> I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p>

Students at the new Maritime Academy would be taught to consider their actions and behaviours in the context of these habits and then how to modify their behaviour in future. To be immersed in this culture of reflection and improvement over the course of 12 years will have a significant impact on students' lives as they have built the right habits and dispositions to achieve success.



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

Cort 1 Tools:

Again, as part of a common language for learning, all students in TSAT refer to these thinking tasks in a specific format. These include:

	<p><b>PMI:</b> Plus • Minus Interesting The Treatment of Ideas</p>		<p><b>Planning</b> Thinking Ahead to Get Things Done</p>
	<p><b>CAF:</b> Consider All Factors The Prime Information Input Tool</p>		<p><b>FIP:</b> First Important Priorities What Must be Done First? What's Most Important?</p>
	<p><b>Rules</b> Make Life Easier and Better</p>		<p><b>APC:</b> Alternatives Possibilities • Choices The Tool for Creativity</p>
	<p><b>C&amp;S:</b> Consequence &amp; Sequel A Prediction and Evaluation Tool</p>		<p><b>Decisions</b> Think Clearly and Thoroughly</p>
	<p><b>AGO:</b> Aims • Goals Objectives What is the Purpose?</p>		<p><b>OPV:</b> Other People's Views An Exploration Tool to Broaden Perception</p>

The approach is to nurture students who have a cognitive structure to deal with any difficulties whether the problem is academic or otherwise.

Thinking Hats:

This final tool, created by ████████, enables students to focus on a particular aspect of their thinking:

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



This approach allows students to develop the ability to consider issues from a variety of perspectives and train their modes of thinking.

By taking this cognitive approach the new Maritime Academy will develop the following characteristics:

- **A common language of learning** – all our teachers and students using a set of thinking tools and therefore use the same terminology in lessons such as thinking maps which are visually structured different types of thinking. E.g. “Compare and Contrast” - our students will answer this high skill question with the same map “A double bubble”. From subject to subject and in all phases they will all use this same language.
- **A vibrant and collaborative learning environment** – all displays across the school will promote cognitive approaches to learning and excellence. We are innovative regarding the use of mobile technologies and larger size learning

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

spaces, not just classrooms, to maximize the effectiveness of our best practitioners to coach other teachers through team teaching and modelling excellent practice. Therefore, students at The Maritime Academy will have access to the best quality teaching.

- **A place of Transformational learning** - our approach to learning goes beyond a curriculum to fundamentally developing children's' dispositions to learning. These are developed through [REDACTED] Habits of Mind: Promoting the characteristics of effective, independent learners *e.g. persistence and responsible risk taking*. In essence we are meeting the challenge set by [REDACTED] that "We are what we habitually do." To change someone's life they have to change their habits.
- **A school that Develops skilled, independent, reflective learners** - through the use of such tools as Thinkers' Keys: Engaging and motivating tasks to inspire learning *e.g. what if skateboards replaced cars?*
- **A school with a drive team of lead teachers** who coach and mentor other teachers trained by our lead practitioners who establish a drive team to lead the integrated thinking agenda through a three year whole school plan. This sets out all targets and pupil outcomes, transformed teaching and learning with milestones, CPD required and is part of the Performance Management of all teachers and relevant support staff. Through this systematic approach to whole school improvement the school will be part of the TSAT family with a shared vision and set of values and ethos in which they drive school improvement.

Put simply we agree with [REDACTED], "Great classrooms make great schools".

### Ensuring success for the new Maritime Academy:

The core Pedagogical and cognitive structures outlined above will play a core part in equipping students with the necessary skills and habits to be successful. However, there are also structural and support processes that will be in place at The Maritime Academy to ensure students achieve their full potential and that the new Maritime Academy is a success:

- **Executive Leadership:** The Medway Maritime Academy will have an experienced Executive Leader from the Trust to ensure the school has a successful launch and achieves the highest levels of teaching and learning.
- **Strong Senior Leadership:** TSAT will provide the Principal of The Maritime Academy and will seek to deploy existing outstanding Senior Leaders from other TSAT academies to form the initial Senior Leadership Team of the school. All



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

TSAT Senior Leaders are on contracts that facilitate their deployment into any TSAT school in the area.

- **Whole school training of all teachers and appropriate support staff:** Our lead school The Rochester Grammar School (RGS) is a National Teaching School and Advanced Thinking School. Through the RGS we have developed innovatory methods of training, coaching and mentoring teachers from ITT, NQT through to experienced leaders (such as SLEs and LLEs). For example, RGS has two “Teaching Labs”. Through the RGS and our Teaching School Alliance (New Horizons) we have a range of Specialist Leaders of Education who support middle leadership in primary and secondary phases. Many of the Trust’s own SLEs are also lead practitioners in Thinking and TSAT now has a team of lead practitioners and one lead trainer who works with all TSAT schools to develop their planned approach to becoming an accredited Thinking School with Exeter University.
- **A Grammar stream supported by a Grammar School:** TSAT is in an almost unique position in being able to offer a real grammar stream in a non-selective environment. The Maritime Academy grammar stream would follow exactly the same curriculum, target setting procedures and expectations of our other Grammar Schools. Staff would have specific CDP on challenging and stretching the most able. Parents would be confident, no matter the ability of their child, that they would be suitably supported to achieve their full potential and, therefore, not need to move school between KS2 and KS3.
- **The Bridge Project:** At The Maritime Academy Year 5 and 6 would start working with teachers and students from the secondary element of the school to ensure that students have a seamless transition from KS2 to KS3. This approach to bridging the divide between Primary and Secondary Phases combined with the common language of learning across both phases means that students will experience no slow down in their progress commonly associated with the transition from Primary to Secondary School.
- **Secondary Ready Programme:** The Maritime Academy will have a Key Skills curriculum for students who are not “Secondary Ready” when they come into Year 7. This programme assesses the needs of the students and identifies if they are nurturing, emerging, developing or proficient in the skills necessary to successfully engage with the secondary curriculum. Students are streamed into the appropriate provision.
- **Strong Governance:** The Medway Maritime Academy will be governed through our existing Board of Directors and our Regional Governing Body (see section F).
- **Robust Quality Assurance:** High standards will be established through a robust monitoring of the school through established TSAT policies and practices.

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

This will include an initial RAG rating which indicates level of external support and intervention required. Annual external independent consultancy reviews to validate the School Self-Evaluation will be undertaken. TSAT performance management is robust and linked to a TSAT performance-related pay policy and monitoring of teacher quality is provided by using Bluesky software in all our schools. Pupil outcomes are centrally tracked every six weeks through target tracker (primary) and 4-Matrix (secondary).

- **Support from our Teaching School Alliance:** New Horizons TSA operates across Medway, Kent and Bexley. Therefore, we can deploy a range of SLEs and lead practitioners to support both teachers and leaders in their practice.
- **Recruitment:** TSAT is a lead Teaching School within the Kent & Medway Teacher Training SCITT, based in Dartford. This means we are well placed to support ITT and we are a registered body to accredit NQTs. We would envisage initially a significant number of NQT appointments at the new Free School and we are well placed to recruit good quality NQTs and support their development.
- **Retention:** TSAT invests in its staff to ensure that they continue to develop and feel valued by the organisation. This policy would be part of The Maritime Academy's approach. TSAT runs a suite of leadership development programmes, which have proved very successful and popular, delivered in partnership with the IOE, such as IOE Aspiring Leaders and NCTL - NPQML, NPQSL and NPQH. We have consistently recruited and retained our best teachers and leaders through strong professional development, good talent spotting and clear opportunities for career progression. E.g. six of our current headteachers and our FD were internal promotions from within the trust.
- **Effective data management and monitoring:** TSAT uses common data frameworks in its schools to ensure robust tracking of all students. In the Primary Phase all schools use Primary Target Tracker and in the Secondary Phase all schools use 4-Matrix. Central scrutiny of current data on academy pupil performance is undertaken by the [REDACTED] and supported by the Curriculum and Assessment Directors Committee.

### Benefit to local and wider community:

As an all-through school the Maritime Academy would offer the community something new and innovatory in areas needing improved performance. In our preferred area there are primary performance and sustainability issues to address and academic selection divides pupils at 11+. This can create a culture of low aspiration in non-selective secondaries, particularly as this is also on top of very low APS on entry and high levels of Pupil Premium. We understand these contextual issues but we do not accept it has to lead to low standards and poor progress. We will establish an all

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

through comprehensive Free School backed by our selective academies that have the experience and resources to truly stretch and challenge – therefore we will provide all-through provision where this ethos will not be undermined by transition at 11+. This is an alternative the local community and parents would support.

**Section D – education plan: part 1**

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

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

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

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

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception			90	90	90	90	90	90
Year 1				90	90	90	90	90
Year 2					90	90	90	90
Year 3						90	90	90
Year 4							90	90
Year 5								90

Year 6								
Year 7			90	180	180	180	180	180
Year 8				90	180	180	180	180
Year 9					90	180	180	180
Year 10						90	180	180
Year 11							90	180
Year 12					125	125	125	125
Year 13						125	125	125
Totals			180	450	845	1240	1510	1690

## Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week		Mandatory/ Voluntary	Comments
<b>Primary Section</b>				
	KS1	KS2		
English	6.25	7.5	M	
Mathematics	5	5	M	
Science	1.5	2	M	
RE	1	1.25	M	
Art & Design	1	1	M	
Citizenship	1	0.7	M	

Computing	1	1	M	
D&T	1	1	M	
Languages	N/A	1	M	
Geography	1	1	M	
History	1	1	M	
Music	1	1	M	
PE	1.25	1.5	M	
<b>Primary – Secondary Transition (Year 6) From summer half term onwards</b>				
Maths	5		M	To build upon mastery level of this subject area.
English	7.5		M	To build upon mastery level of this subject area.
Science	2		M	To build upon mastery level of this subject area.
Secondary ready programme			M	Topic based curriculum to ensure smooth transition from KS2 to KS3 where key skills are developed to allow easy access to KS3 curriculum.
<b>Secondary – “Secondary Ready Programme”</b>				
<b>(All students will be assessed against “Secondary Ready Standards” including reading, writing and dispositions for learning. Students who are not secondary ready will receive an intensive programme of support to allow them to “graduate” to the Secondary Curriculum when they are ready)</b>				
English (lit)	2.5		M	
Maths	5		M	
Key Skills Curriculum	7.5		M	This is a topic based curriculum during which the following key skills are developed in an accelerated fashion: Reading Age; SPAG; Writing Speed; Memory Skills.
Science	1		M	



Creative Arts	6	M	Includes: Music; Drama; Dance; Art; D&T
PSHE	1	M	
PE	2	M	
<b>Secondary – Year 7 and 8 (KS3)</b>			
English	5	M	
Maths	5	M	
Science	3	M	
MFL	1.5	M	
History	1.5	M	
Geography	1.5	M	
RS	1	M	
Creative Arts	4	M	Includes: Music; Drama; Dance; Art; D&T
PE	1.5	M	
PSHE	1	M	
<b>Secondary – Year 9-11 (KS4), Pathway 1</b>			
English	5	M	
Maths	5.5	M	
Science	4.5	M	Triple Science
Computer Science, History, Geography or MFL	2.5	M	
3 Options from: <ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• D&amp;T</li> <li>• Drama</li> <li>• History</li> <li>• Geography</li> <li>• Music</li> </ul>	2 (total of 6)	M	

• Business Studies			
PE	1	M	
PSHE	0.5	M	
ECDL	1	V	To be completed after school
<b>Secondary – Year 9-11 (KS4), Pathway 2</b>			
English	5	M	
Maths	5.5	M	
Science	4.5	M	Double Science
Computer Science, History, Geography or MFL	2.5	M	
ECDL / SPAG	2	M	Year 9 SPAG, Year 10 ECDL, Year 11 SPAG
2 Options from: <ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• D&amp;T</li> <li>• Drama</li> <li>• ECDL</li> <li>• History</li> <li>• Geography</li> <li>• Music</li> <li>• Business Studies</li> <li>• Performing Arts (Btec)</li> <li>• Sport (Btec)</li> </ul>	2 (total of 4)	M	
PE	1	M	
PSHE	0.5	M	
<b>Secondary – Year 9-11 (KS4), Pathway 3</b>			
English	5	M	
Maths	7	M	

Phonics, Literacy, EAL	2.5	M	
3 Options from: <ul style="list-style-type: none"> <li>• Performing Arts (Btec)</li> <li>• Sport (Btec)</li> <li>• Art (V-cert)</li> <li>• ICT (OCR national)</li> <li>• Cookery and craft (V-cert)</li> <li>• Textiles (V-cert)</li> </ul>	2.5 (total of 7.5)	M	
PE	2	M	
PSHE	1	M	

[Add more lines as appropriate]

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

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

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

**Our overall curriculum vision: A "mindful" Curriculum**

We prefer to describe our curriculum as a "mindful" curriculum, since we seek to develop thinking skills and habits of excellence to nurture life-long learners. Within a secure environment, we are able to provide personal challenge; within a stimulating environment we are able to provide for enjoyment in learning. Both elements are the foundations for academic success.

Within this framework we would seek to build the foundations of [REDACTED] Habits of Mind, the conscious development of mindfulness and the life coping strategies of SUMO (**S**top, **U**nderstand and **M**ove **O**n) in the whole school community. In this way the school creates students who are not only able to cope with the challenges and stresses they will face during their time at school, but also become people who have

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

a conscious framework of strategies and coping mechanisms to ensure they can thrive in life.

### **The Curriculum**

Our curriculum is both broad based and increasingly personalised. We are committed to meeting the needs of each individual through high quality teaching and learning, assessment both of and for learning, monitoring and tracking student progress against age expected and above expected throughout the Free School.

The curriculum reflects the needs of students at different points in their educational journey. As students head towards the end of primary school they are prepared for the transition to a secondary curriculum through The Bridge Project which sensitively plans a curriculum which recognises the KS2 child-centred mindset and attainment, whilst combining reinforcement of the primary curriculum with a carefully designed offer which enables pupils to make a smooth transition to the KS3 curriculum, involving specialist teaching of English, Maths, Science and MFL. As they will be in their through school after their end of KS2 testing they will move seamlessly into Year 7 and therefore will have an additional term in Year 7 before the summer break.

As students enter secondary school they will be assessed against “secondary ready” criteria including: reading age / speed; comprehension; writing age / speed; SPAG; working memory; long term memory and dispositions for learning. Students who are not “secondary ready” will have a bespoke curriculum designed to accelerate improvement in these key skills so that they are able to thrive in a secondary curriculum. Students who are secondary ready are prepared for a range of Ebac as well as creative subjects. All subjects are preparing students for success in examinations at the end of Year 11 and so Year 7-11 is viewed as a single 5 year preparation for GCSE rather than artificially split between KS3 and KS4. Students begin their GCSEs in Year 9 on personalised pathways, depending on their academic ability, allowing them to achieve their personal best.

In addition to the curriculum time students will be provided with the opportunity to broaden their experiences and pursue “mindful” goals through an extended day incorporating:

- STEM
- Personal fitness and sports teams
- Duke of Edinburgh
- World Challenge
- Community volunteer work
- Creative, Visual Arts, Drama/Performance and Music

Whilst these extended opportunities are familiar in schools the key difference will be the “mindful” reflection that will be incorporated into Tutor time. This phase is a critical element in developing positive “mindfulness” and uses the key technique from Cognitive Behavioural Therapy in embedding positive reflection and reinforcing growth experiences in the school community.

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

### **Thinker's Toolkit**

Working with Exeter University, a university with an excellent reputation in education and curriculum development, we are enriching our curriculum to be "mindful". Putting the learner at the heart of our curriculum we are developing a common and visual language of Thinking Tools and embedding habits of excellence in our work. Habits such as acting with persistence, creating, imagining and innovating are the foundations of life-long learning and personal achievement.

The Rochester Grammar School is now recognised by Exeter University as one of the few Advanced Thinking Schools in the country and is pioneering the use of a cognitive approach to education and student learning. This expertise will be available to the Free School and it will be put in place from its opening.

Please see D2 for information on assessing student needs and how the Free School would meet the needs of all students.

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

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

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

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

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

TSAT has a Trust wide policy that all schools apply when setting targets for students. These ensure consistency and challenge in every TSAT school. The Trust has regular data drops that are analysed by the Director of phase.

In the Primary phase target setting will be conducted in the following way:

- Attainment and progress data at KS1 and KS2 will continue to be collated across the Trust 5 times per academic year to ensure that all schools meet



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

and exceed National expectations and continue to provide first class education outcomes for all pupils and not deemed to be coasting.

- Data drops hold leaders/teachers to account for the progress from starting point to key dates in the academic year, including challenging performance of vulnerable groups within each school against internal and national data sets.
- The expectation is that regardless of starting points that all children will make at least national expected measures for progress.
- Data will continue to be analysed to ensure that swift targeted intervention will result in National expectations (attainment) being met and that mastery level will be achieved where appropriate.
- The Data manager will have sound knowledge of centres of excellence within the Trust structure to direct appropriate support to enable any vulnerable groups to have access to high quality resources to address any concerns.
- Primary SLE support in core subject areas will result in improved outcomes for all pupils at KS1& KS2 and will be able to support teaching and re-testing of KS3 pupils who may enter the new provision secondary phase education at less than secondary-ready level expectations.

In the Secondary phase student targets will be set using the Trust flight path. This is based on 4 levels of challenge staggered over 5 years from Year 7 to Year 11 with specific targets to be achieved by the end of each academic year.

### General Principles:

- Student targets to be based on 4 levels of progress from KS2.
- Performance Management targets are based on 3 levels of progress from KS2.
- Any students who arrive without KS2 results must be baselined using age appropriate testing in English and Maths.
- All Year 7 students will need to be baselined from 2016 using previous KS2 SAT papers as a basis for future targets.
- All targets to be expressed in the way students will be graded at the end of KS4.
- When grading and reporting student work this should be done using the system on which students will be graded at the end of KS4 e.g. if a student will receive a 1-9 grade in Year 11 they should be receiving 1-9 grades on their assessed work and reports throughout.
- Where a student starts below a KS2 3B they will be assessed for core skills on an emerge, developing and proficient scale – see below.

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

Indicative student target grades:

OLD KS2	NEW KS2	END Y7	END Y8	END Y9	END Y10	YEAR 11	
						OLD	NEW
1	NA	NA	NA	1B	2C	E	2B
2	NA	NA	1B	2C	2A	D	3B
3C	NA	1B	2B	3C	3A	C	4B
3B	NA	1A	2B	3C	4C	C	4A
3B	1C	1A	2B	3C	4C	C	4A
3A	1B	2C	2A	3A	4A	B/C	5B
4C	1A	2B	3B	4C	5C	B/C	5A
4B	2C	2A	3A	4A	5A	B	6B
4A	2B	3C	4C	5C	6C	A/B	6A
5C	2A	3B	4B	5B	6B	A	7C
5B	3C	3A	4A	5A	6A	A	7B
5A	3B	4C	5C	6C	7C	A	7A
6C	3A	4A	5A	6A	7A	A/A*	8B
6B	4C	5C	6C	7C	8C	A*	8A
6A	4B	5A	6A	7A	8A	A*+	9B

Students starting Year 7 below KS2 L3A:

- Students commencing secondary school with Level 3Bs and below are not ready to access the secondary curriculum and should have an alternative provision to meet the needs of these students and prepare them to access the secondary curriculum.
- Students should focus on meeting the following standards before commencing GCSE study:
  - Reading comprehension age of 12
  - Spelling age of 12
  - Writing speed – DASH test

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

- Memory skills – ability to revise and retain facts
- Behaviour for Learning skills – focus for 30 minutes on a single task; work collaboratively; interact and engage in appropriate discussion.

These students will be assessed ONLY against the criteria outlined above. Students will be classified as: emerging, developing or proficient in each skill. Once a student is proficient in each of these areas they will “graduate” to the secondary curriculum.

All data is analysed in school by group, including: LAC; PP; Ability; SEN; gender, etc. to ensure that no group is falling behind the progress of other groups. Where students or groups are identified as not making appropriate progress then the school will put in place support structures to ensure improvement.

School report their data to the Trust on a quarterly basis. This data drop is reviewed by the curriculum and standards committee. Where the Trust raises concerns then Trust resources will be used to provide appropriate support and challenge.

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

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

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

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

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

### **Leadership:**

Initially there will be a small and focussed senior leadership team. The Free School will have access to two [REDACTED] (primary and secondary) from the trust who will give weekly support to the Free School and add capacity.



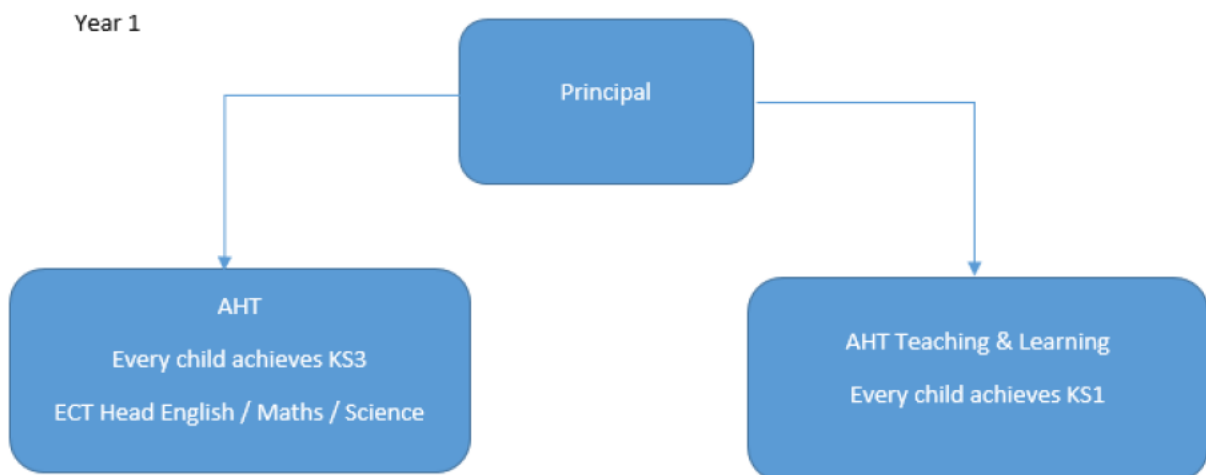
**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

A Principal will be appointed for the whole school and they will be supported by a Vice-Principal/Deputy who will be a specialist in the either primary phase or secondary phase depending on the successful candidate. A full time SENCo will be appointed and from Year Two the school will start to appoint Assistant Principals and phase leaders at primary.

Currently, the [redacted] at The Victory Academy, [redacted] has expressed an interest in taking the school through its development phases and becoming an executive Principal of the school when it reaches full capacity. We are providing appropriate CPD opportunities to enable [redacted] to be ready to take on this role should she wish to.

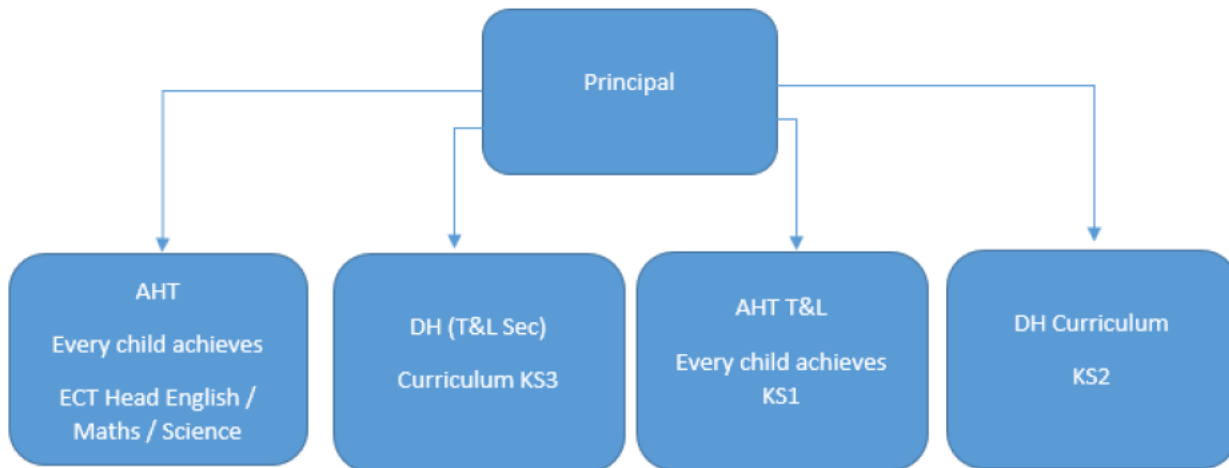
A SENCo will be appointed from the second year and a QTS member of staff to lead interventions from Year 3.

All expected appointments are on the basis of what is required to deliver the outlined curriculum to the students in the school at each phase of its development.

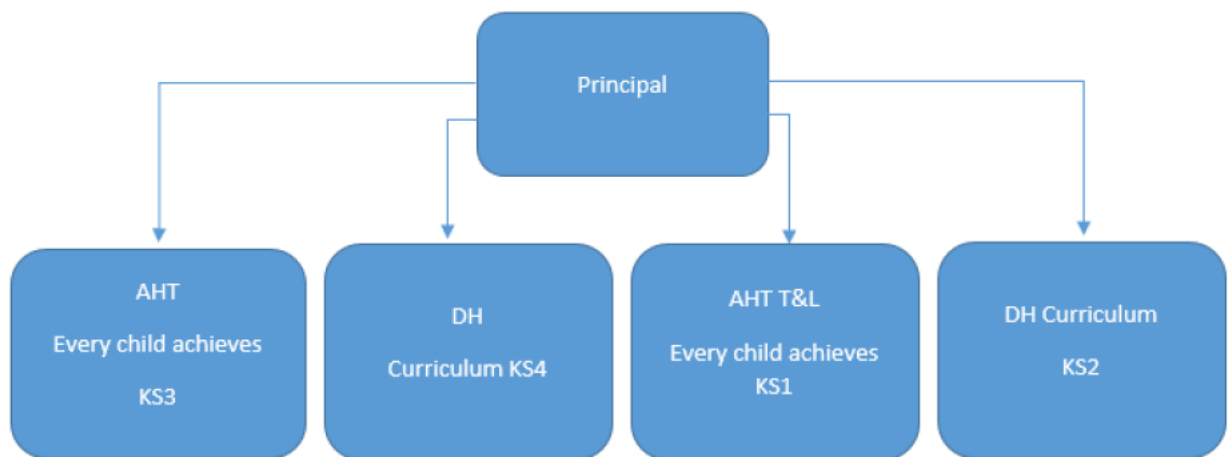


**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Year 2



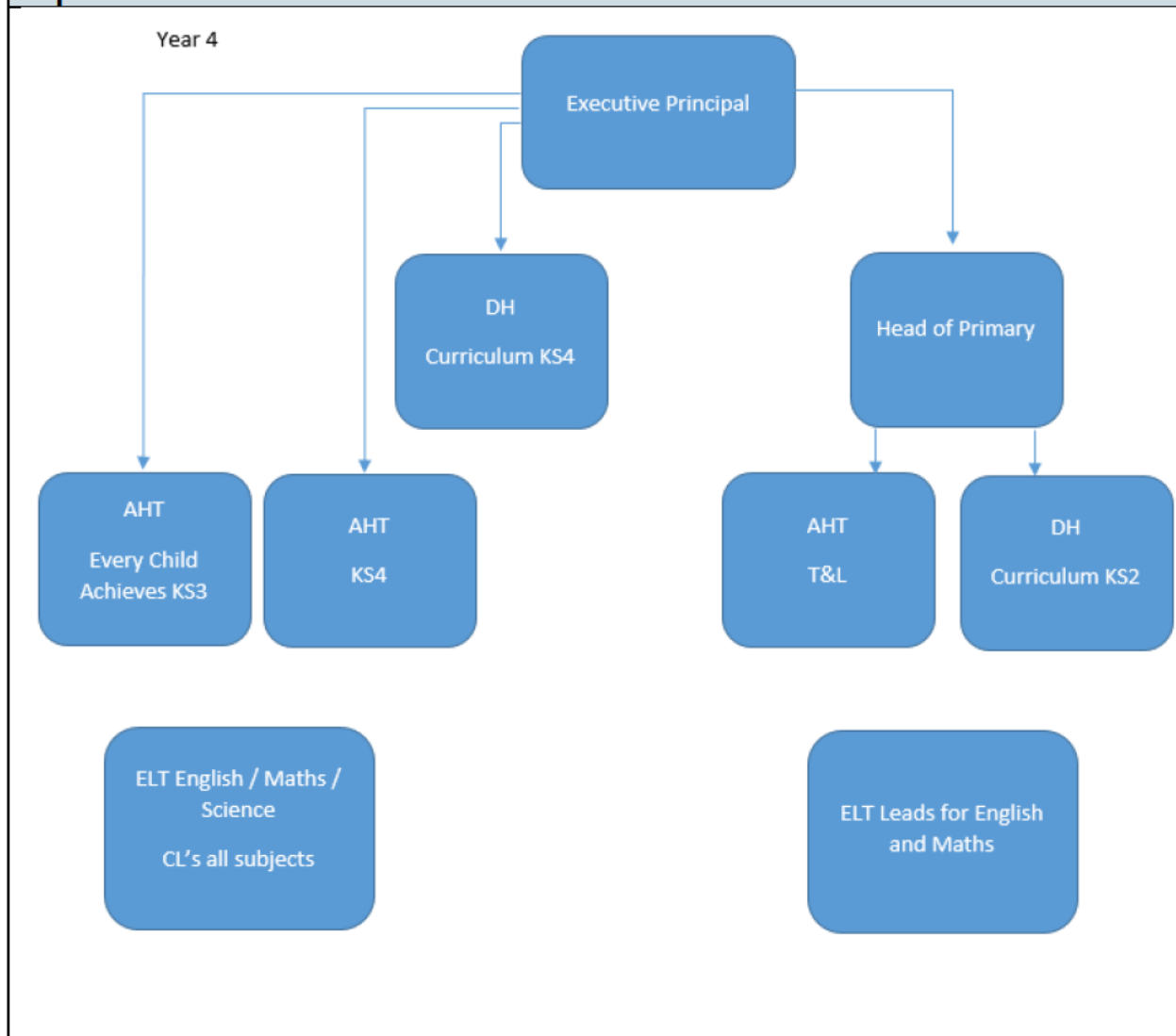
Year 3



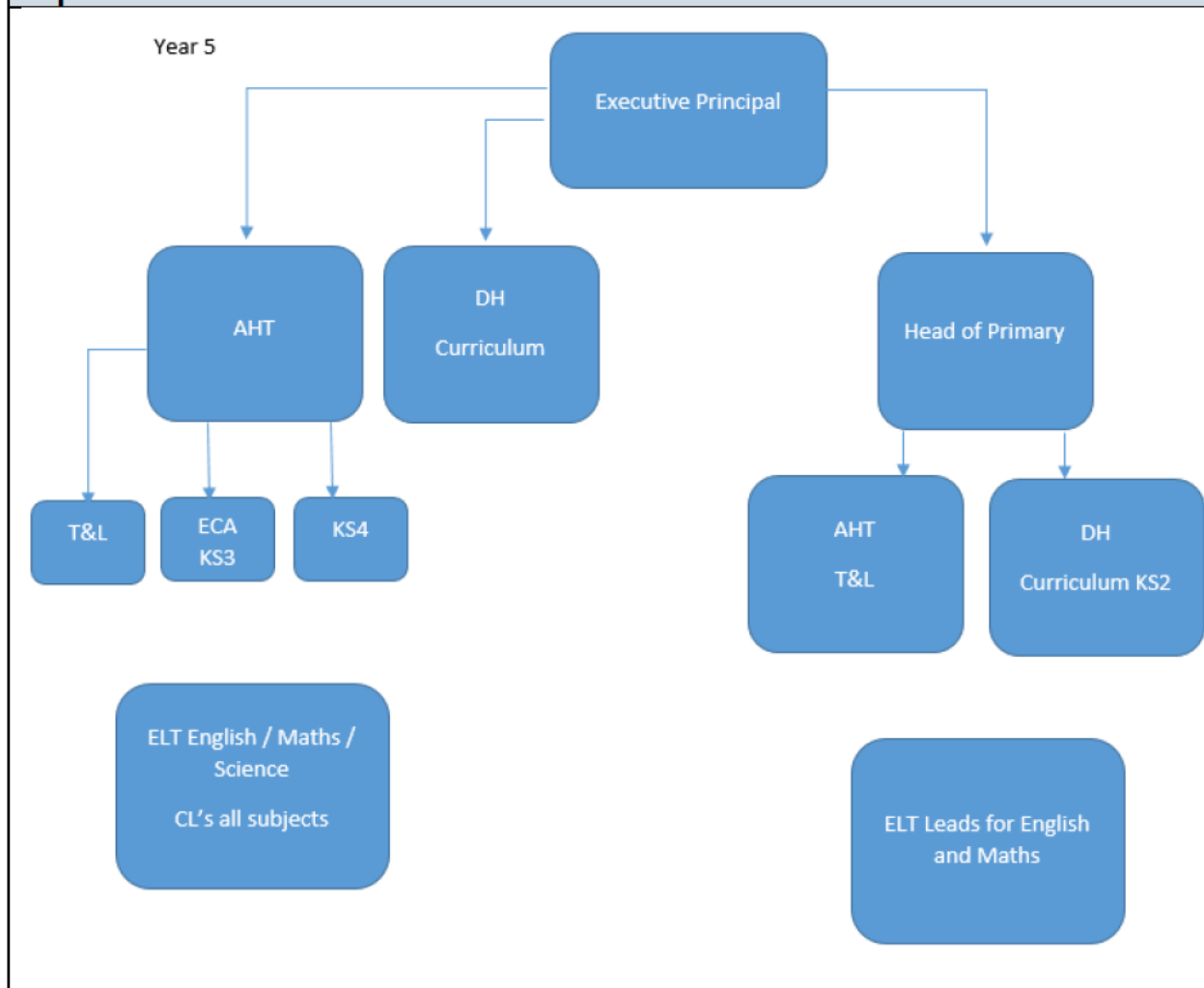
ELT English / Maths /  
Science  
CL's all subjects

ELT Leads for English  
and Maths

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

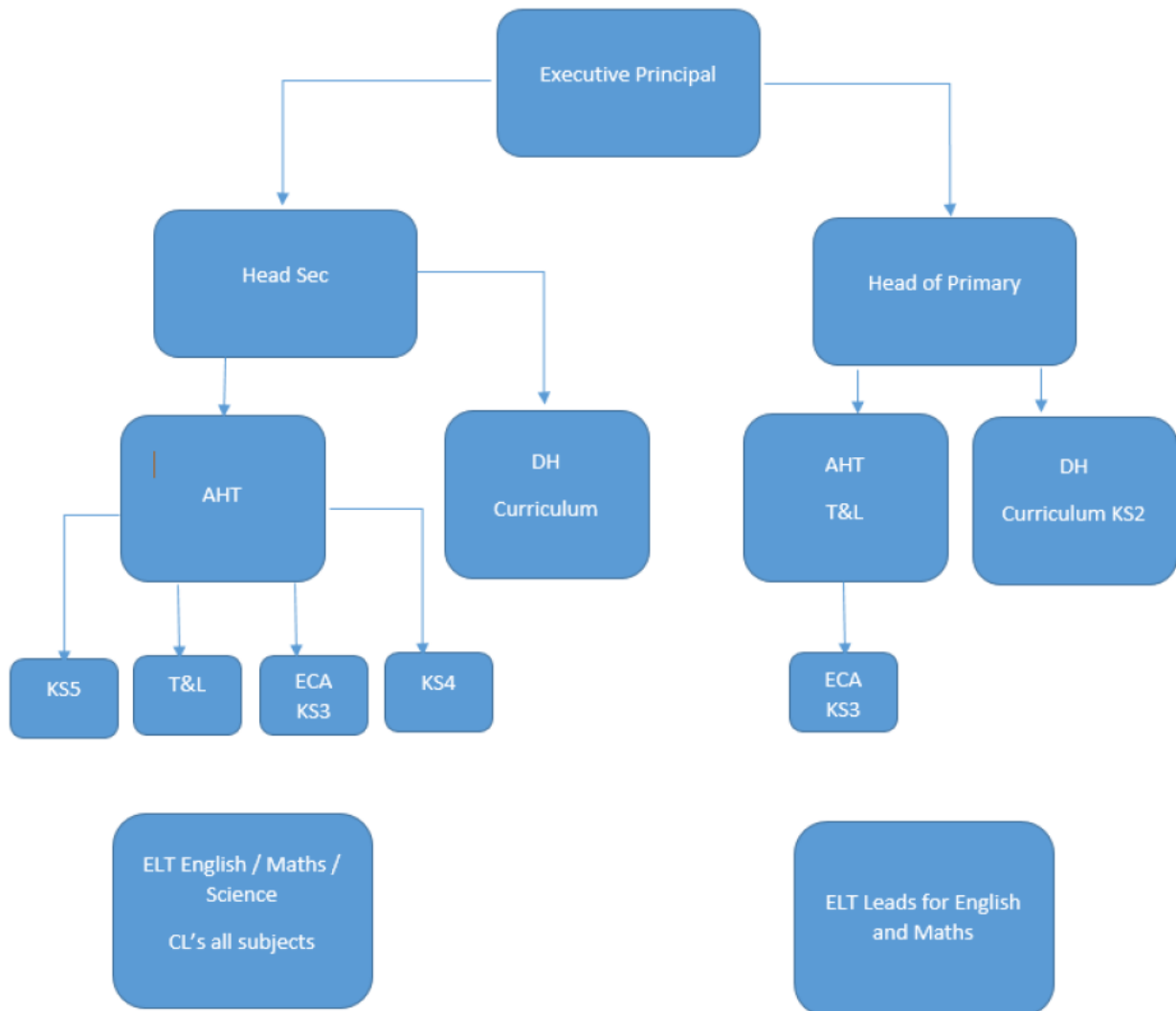


**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**



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

Fixed Structure



**Free School leadership and Primary (lower school teachers):**

	2018	2019	2020	2021	2022	2023
<i>Class Teachers</i>	3	6	9	12	15	18
<i>PPA</i>	1	1	2	2	3	3

**Secondary (upper school )teachers:**

Year 1:

- 1x English
- 1x Maths

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

- 1 x Science
- 1x Humanities
- 1x Art + D&T
- 1x Performing Arts

Year 2:

- 3x English
- 3x Maths
- 3 x Science
- 1x History
- 1x Geography
- 1x RS
- 1x Art
- 1x D&T
- 2x Performing Arts
- 1x PE

Year 3 to Year 6 an additional:

- 2x English
- 2x Maths
- 2 x Science
- 2x Humanities
- 2x Art + D&T
- 2x Performing Arts / PE

As we are planning to recruit on the basis of actual need in the school where that need may not be as planned here then we will be able to stop the recruitment process to avoid over-capacity.

Support staff

Each Primary class will have the equivalent 1 FTE teaching assistant time.

Within the Secondary School Maths, English and Science Teaching Assistants will be employed in year 1. Each year from year 3 an additional Teaching assistant will be employed. A Learning Mentor will be employed from year 3 and a further one in year 4. These will complement the cover supervisor employed from year 1.

Science and DT technicians will be employed as the school needs grows.



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

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

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

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

All TSAT schools are inclusive (please note The Rochester Grammar and Chatham Grammar for Boys are academically selective) in that they are all culturally diverse and welcome a full range of ethnic groups in all our schools. Apart from our selective grammars all our academies are inclusive of ability and cater for a very comprehensive range of abilities. We do pride ourselves that our philosophy of high expectations and a thinking philosophy have been received very well by the local communities our academies serve and do not alienate or disengage any particular groups. Therefore, the new Maritime Academy will have a strong basis of resources and philosophy from which to provide appropriate provision to be welcoming to pupils of all faiths/world views and none.

TSAT places considerable emphasis on tolerance, British Values and schools as not only places of learning but of social harmony, safety and respect. This is achieved by:

**1. Ensuring safeguarding, tolerance and well-being are Quality Assured at the highest level:** The Directors appointed a TSAT lead professional for safeguarding, attendance and well-being to demonstrate that these are high priorities. The post-holder regularly monitors our academies for compliance of statutory guidance on safeguarding, Prevent (all teachers have completed this training), FGM, safer recruitment, Child Sexual Exploitation, Honour Based Violence, Domestic Abuse, Children Missing Education, Attendance, CA's, Troubled Families Agenda, Whole School Safeguard training, Single Central Register, DSL/DCPC staff supervision, signposting to services, LADO role, students at risk of exclusion from school, Sexual Health, Mental Health (self harm), Looked After Children, children with medical conditions, managing medicine in school and voice of the child including supporting children whose English is a second language. We have strong governance of safeguarding with clear lines of accountability and scrutiny. Each Regional Governing Body has a named Governor for safeguarding.

**2. Effectively engaging with parents/carers:** We have several challenging academies that serve high area of deprivation. From Raiseonline four of our academies have near to or over 50% Pupil Premium and three have over 0.33 deprivation score. Yet these are vibrant and successful academies where traditionally “hard to reach” parents have been welcomed and do engage with the

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

school. Newbridge Junior School is outstanding in its support for vulnerable families and it is a beacon of good practice for the trust. (see Newbridge outcomes and progress rates of PP and non-PP – there is no gap in performance ROL 2015).

“Staff know pupils’ and their families’ needs well and put a high levels of support in place to ensure pupils have the best opportunities to achieve success; relationships are very positive.” (Incyte external review of Newbridge February 2016.)

The Trust has experience of working with parents to gain their trust and engagement. At Gordons Children’s Academy we achieved this by parents and grand-parents/carers being invited into classrooms every week; running Parents Forums and informal “coffee and biscuit” mornings to ensure that every Academy is good at engaging with its community.

The Victory Academy in Medway is one of the most challenging in the SESL region. It has over 53% PP and an APS on entry of just over 23. It also has a high number of EAL students from Eastern European/Roma communities. The Victory is a pioneering academy with a Slovakian “community liaison” professional who has been instrumental in engaging with this historically hard to reach community. Eliminating cultural and linguistic barriers to engagement has been vital and this expertise and experience has been shared with our academies and demonstrates a track record of inclusion.

**3. Providing Specialist provision** - All Faiths Children’s academy (AFS) has a long established and successful deaf provision for 25 pupils from Medway and Kent. These pupils are integrated into classrooms and the philosophy of “total immersion” has been reviewed externally as exemplary. Every class has a qualified sign specialist and the provision has qualified teachers of the deaf. AFS also runs a nurture group for the Strood area. This provision has National “Nurture Group” accreditation and is highly successful. Inclusion is a very high priority for this Academy and again it offers training and support for our academies when working with extremely vulnerable pupils and their families. Our Free School would have access to all this training and support.

#### **4. The Curriculum, SMCS, PHSE and British Values are embedded in every school:**

TSAT feels that children and young people have an entitlement to:

- High quality teaching and a curriculum that meets their needs;
- Nurturing of their creativity, originality and integrity as highly valued attributes;
- High quality advice and guidance in relation to learning choices;
- Personal and academic support;
- To be listened to and responded to;
- To be valued as individuals and to celebrate their differences with respect and tolerance;

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

- To be nurtured not only as British but global citizens who care for our planet and seek to live in a peaceful and prosperous world;
- A safe and secure learning environment from which they can thrive and achieve;
- Preparation for life-long learning, employability and well-being;
- Aesthetic appreciation for nature, creativity, awe and wonder.

We also expect that students:

- Support our academies' ethos of high expectations;
- Adhere to each academy's Code of Conduct, based on mutual respect and tolerance of others and others' views;
- Make a positive contribution to the life of the academy.

“Members of the school council have clear understanding of democracy and British values:

- They seek their peers' views, record their meeting discussions and decisions which are fed back to the whole school through presentations in assemblies;
  - They feel that their views are valued, listened to and acted upon by senior leaders; they can give clear examples on the impact of their role and their decisions being implemented within the school;
  - They feel included and involved in decisions about their school”.
- Incyte External review of Brunel Junior Portsmouth. February 2016

“The academy trust and particularly the school values are given high prominence around the school; pupils know them and what they mean:

- pupils clearly demonstrate the current values, focus on resilience in lessons and around the school; they persevere to improve if they find work challenging or positive behaviour hard;
  - pupils confidently describe their use of ‘the Bs’. However, this does vary across the school between 3 and 5 (brain, boards, book, buddy, boss)”.
- Incyte External Review Newbridge 2016

British Values are embedded through every aspect of the school life:

At TSAT, we actively promote positive, inclusive values. These include democracy, the rule of law, individual liberty and mutual respect and acceptance of those of different faiths and beliefs. We believe British Values are those values expected of anyone living in a modern Britain, regardless of their nationality, culture or religious belief.

Our ethos reflects these values. We place great emphasis on building positive relationships in our academies amongst the students themselves and between staff and students. We strongly believe students should not merely be taught such values but that they are embedded into school life and how we do things.

We strive to support our students to develop into confident, happy, successful young adults with greater life chances, who have empathy towards and an understanding of those less fortunate than themselves.



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

At TSAT British Values are embodied in the following more specific ways:

##### **Through the curriculum:**

- Pupils study RS,(PSHE) and Citizenship. These curriculum areas cover topics such as:
  - Study of the main religions from around the world
  - Assessing the problems faced by religious people
  - Identity rights and responsibilities
  - Democracy, active citizenship and participation
  - Knowing you and knowing others
  - Relationships
  - Healthy living
  - The world of work
  - Becoming independent
  - Understanding what's going on
- All curriculum areas ensure they address British Values through their schemes of work, activities within classrooms and ensuring all aspects of their curriculums are fully inclusive.

##### **Through every day activities which include:**

- Upholding the Academy code of conduct
  - Respect for Yourself
  - Respect for Others
  - Respect for the Environment
  - Respect for Learning
- The delivery of the tutor time activities (secondary) or through mapping the curriculum in primary:
  - E-safety
  - Building resilience (SUMO - Stop, Understand, Move On)
  - Current affairs
  - Thinking strategies
  - Literacy
  - Numeracy
  - Student voice
  - Termly reflections
  - In the news quizzes
  - Thought of the week
- School assemblies:
  - Whole school assemblies every week are multi-faith and non-faith and look at a variety of different themes and topics
- Charity work
  - Caring for others is promoted and children are encouraged to consider those less fortunate and in need.
  - The whole school vote on a school charity to support throughout year
- School elections for:
  - Form representatives
  - Lead students
  - Executive officers

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

- House officer
- House charity
- Extra - Curricular Clubs including:
  - Duke of Edinburgh award scheme
  - Christian Union
  - Gospel Choir
  - Creative Computing
  - A large range of sports clubs
  - A large range of Music clubs
  - Drama Club
  - Sea cadets and links with both local Historic dockyards – Chatham and Portsmouth
  - Cultural and language exchanges – we have been part of several Comenius and now Erasmus + projects
  - Twinning programme with Rochester USA.

## **Section E – evidence of need**

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

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

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

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

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

There are a number of reasons why a new all-through 4-19 Free School is needed in this location:

- Basic need
- School/academy performance
- Parental choice
- Financial viability and sustainability.



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

The Maritime Academy is positioned to support the need for student places in Gravesend, (Kent LA) and the Strood area (Medway LA). Medway have identified this site as an area they would support the building of a Free School to meet expected basic need in the area. See map in Section E.

Demand for school places in Kent is significant, KCC commissioning plan 2016-2020 notes: “The need for additional school places in the County has been recognised by Government, with Kent receiving the largest basic need allocation in 2015 of any local authority.”

The basic need for additional school places in the Gravesend area is described as acute and will come under additional pressure due to the acute shortages also outlined in the neighbouring Dartford area.

As can be seen below this area requires an additional 5FE in the Primary phase by 2019/20 and 8FE in the Secondary phase by 2021/22.

**Gravesham School-based surplus/deficit capacity summaries: Year R**

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Gravesend North	270	2	3	-33	-18	-25	-25	270
Gravesend East	210	3	21	-3	7	-1	0	210
Gravesend South East	202	0	-15	-41	-27	-43	-38	172
Gravesend South West	180	0	-11	-19	-9	-11	-13	180
Northfleet	254	4	-64	-54	-57	-77	-68	254
Higham	30	0	-3	-1	-2	-4	-3	30
Cobham and Shorne	60	0	7	-3	-6	-5	-5	60
Istead Rise	45	0	18	-3	-4	-9	-6	45
Meopham and Vigo	120	5	10	-17	-6	2	-2	120
<b>Gravesham</b>	<b>1,371</b>	<b>14</b>	<b>-34</b>	<b>-174</b>	<b>-123</b>	<b>-173</b>	<b>-159</b>	<b>1,341</b>

**Gravesham – Primary - All Year Groups**

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Gravesend North	1,740	-15	-27	-68	-93	-117	-147	1,890

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

Gravesend East	1,440	9	10	-6	-9	-17	-23	1,470
Gravesend South East	1,169	23	-23	-78	-120	-180	-238	1,234
Gravesend South West	1,260	6	-14	-42	-58	-71	-86	1,260
Northfleet	1,742	35	-48	-112	-175	-266	-346	1,808
Higham	210	-2	-8	-12	-15	-20	-23	210
Cobham and Shorne	420	-9	-5	-10	-17	-22	-28	420
Istead Rise	315	39	49	38	26	19	12	330
Meopham and Vigo	840	11	-4	-34	-49	-52	-63	840
<b>Gravesham</b>	<b>9,136</b>	<b>97</b>	<b>-71</b>	<b>-323</b>	<b>-510</b>	<b>-726</b>	<b>-943</b>	<b>9,462</b>

**Gravesham School-based surplus/deficit capacity summaries: Secondary**

	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	1,314	116	61	-8	-76	-159	-161	-215	-241	1,308
Years 7-11	6,510	599	545	408	162	-119	-395	-670	-904	6,540

The area will also come under increased pressure for places due to the acute shortages in the neighbouring Dartford area: “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.” (KCC commissioning Plan)

The following table illustrates the need for additional capacity to meet demand in the Dartford area for Primary School places (KCC commissioning plan 2016-20):

Planning Group	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Dartford North	1,020	15	2	-18	-33	-42	-44	1,245
Dartford East	2,250	13	-36	-85	-131	-172	-210	2,520
Dartford West	2,390	-36	-42	-72	-104	-116	-125	2,450
Joyden's Wood and Wilmington	1,086	-14	-17	-15	-54	-71	-95	1,180

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

Swanscombe and Greenhithe	1,260	70	35	66	53	43	35	1,500
Dartford Rural South	1,185	99	70	50	21	-4	-27	1,260
<b>Dartford</b>	<b>9,191</b>	<b>147</b>	<b>11</b>	<b>-74</b>	<b>-249</b>	<b>-362</b>	<b>-466</b>	<b>10,155</b>

The need for additional capacity in the secondary phase is also apparent (KCC commissioning plan 2016-20):

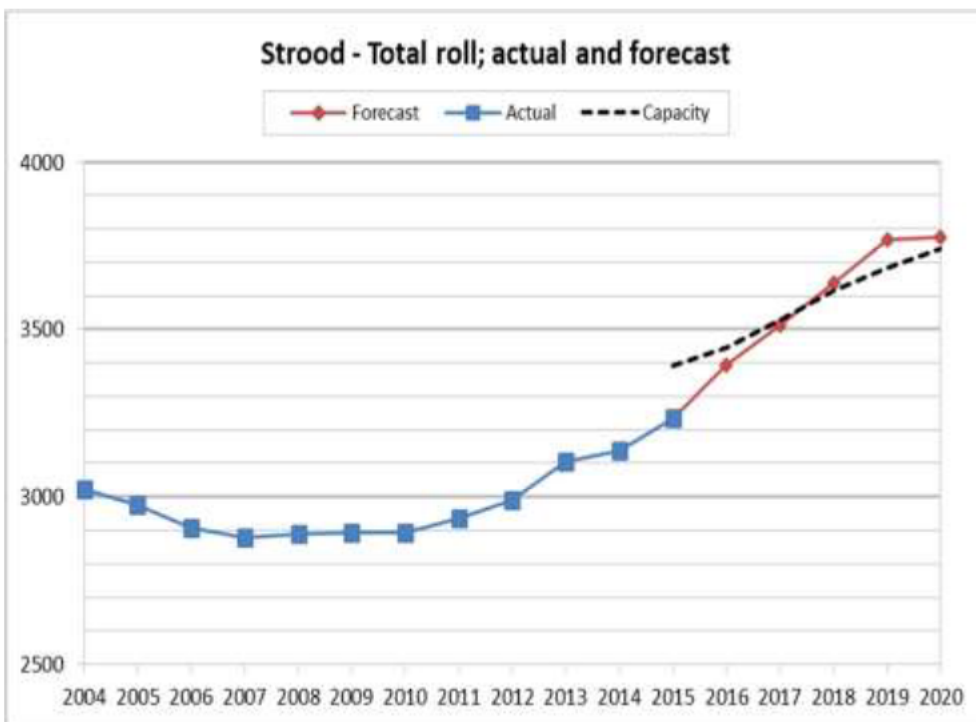
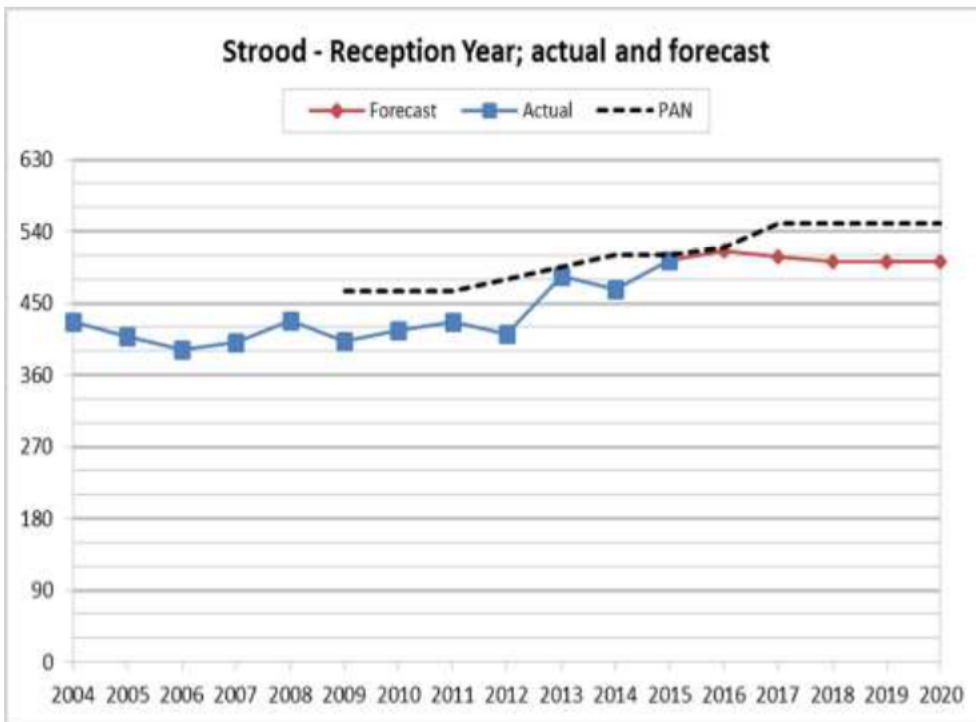
	2014/15 PAN / Capacity	2014- 15 (A)	2015- 16 (F)	2016- 17 (F)	2017- 18 (F)	2018- 19 (F)	2019- 20 (F)	2020- 21 (F)	2021- 22 (F)	2021-22 PAN / Capacity
Year 7	1,475	53	62	-28	-68	-117	-199	-242	-289	1,525
Years 7-11	,385	485	535	455	363	170	-39	-344	-607	7,925

In summary, the secondary position in Dartford is acute and “it is anticipated that by 2023-24 an additional 16FE will be required to meet demand” (KCC commissioning plan 2016-20).

By 2018/9 there is a need for at least 3FE primary and forecast demand would require at least 8FE for secondary by 2018. According to the commissioning report there will be a need for 3FE primary Gravesend SW and Northfleet 2017/18 and 6FE secondary 2018-2021. Our proposed all-through Free School would be well placed to meet these needs. We propose an all-through Free School with a 3 FE Primary (90) and 6FE (180) Secondary. We will strategically plan to work with other local primaries to secure transfer at 11. TSAT will plan the opening of sixth form provision in 2020 when the Free School has been established and this gives the trust time to recruit post-16 students, appoint key staff and begin to build a local reputation for quality provision.

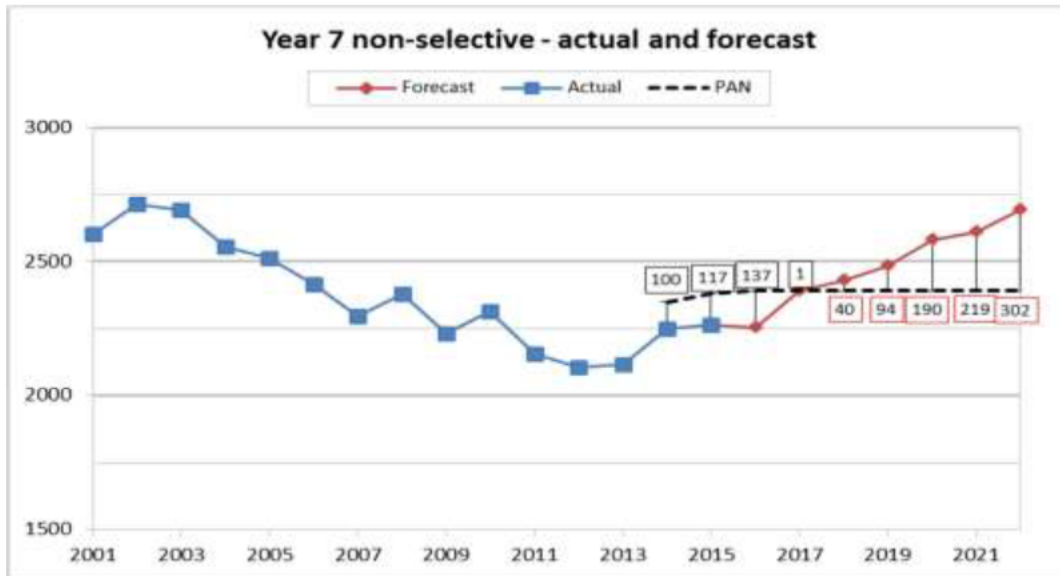
In Medway there are similar pressures on school places through an increase in the birth rate, new housing development and net migration into the area. Please see Medway graphs showing need:

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



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

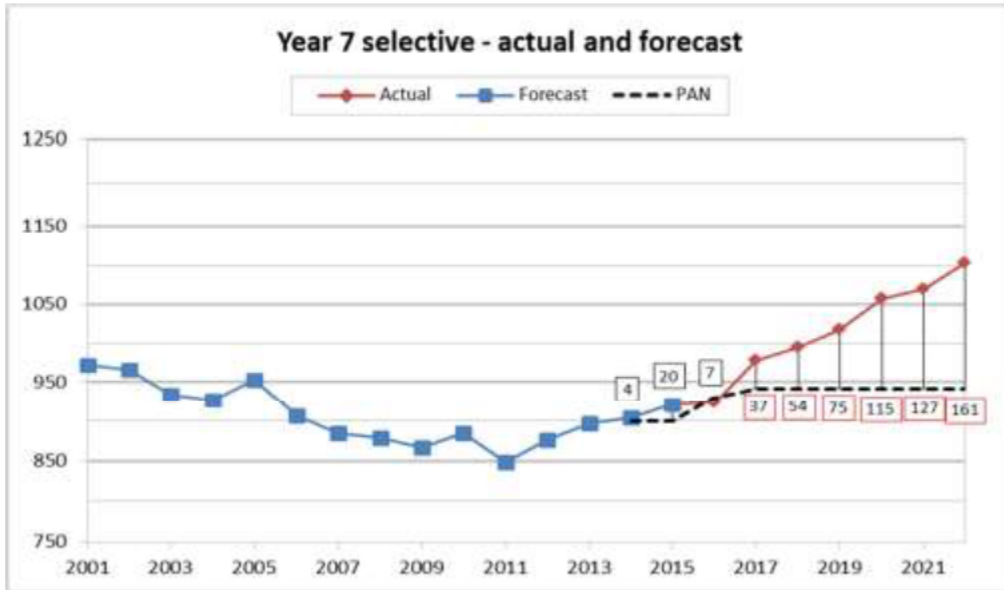
- Surplus number of places
- Deficit number of places





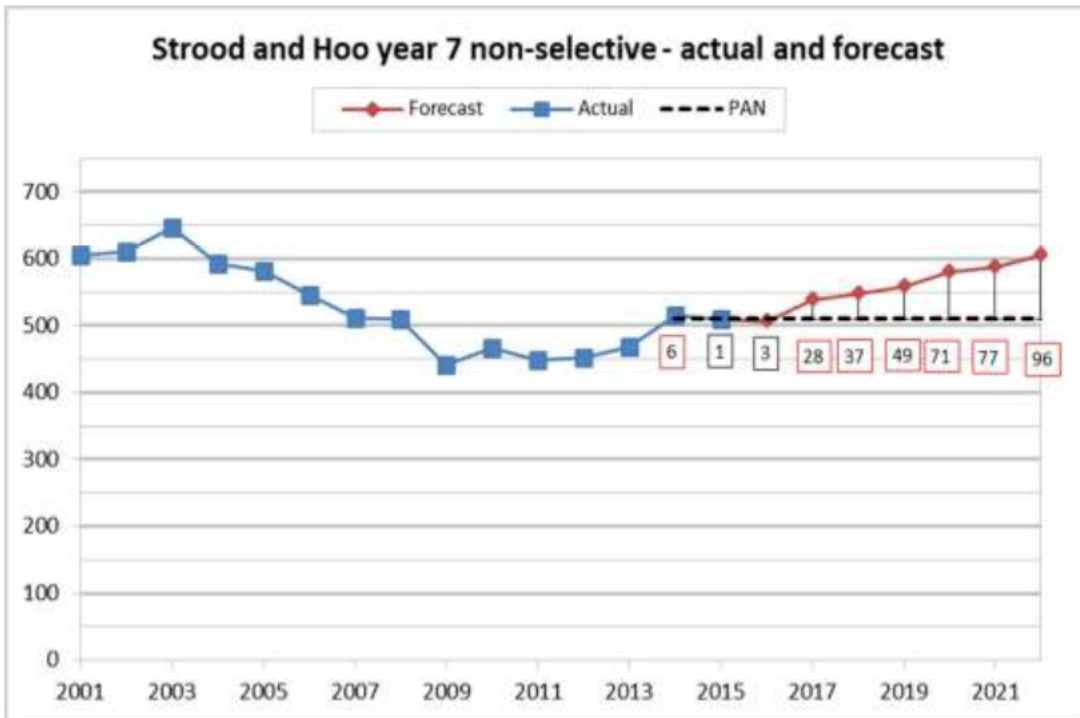
**E1 – provide valid evidence that there is a need for this school in the area**

Surplus number of places  
Deficit number of places



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

- Surplus number of places
- Deficit number of places





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

Interim Director: [REDACTED]

Dear Sir/Madam

Re — The Thinking Schools Academies Trust (TSAT) Free School Bid

I support The Thinking Schools Academies Trust's free school application.

I confirm there is a need for the type of proposed provision in Medway and confirm that the Trust has commented on their proposals.

We are seeking a sponsor who can demonstrate high aspiration for its pupils, but also the community which it serves. In a fully selective system, we expect this non selective school to have high aspirations for all its pupils and to provide an academic and vocational curriculum offer which meets their individual learning needs. We want our young people to access good advice and guidance to enable them to make good choices through their school journey and onto education, employment or training.

We expect this school to respect the needs of all its children and be open to offering specialist provision for those with learning difficulties.

We welcome the interest which the Trust has shown.

Yours sincerely

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The proposed Free School covers the post code [REDACTED] (within the [REDACTED] ward) – it is a good position and it has in excess of [REDACTED] - currently agricultural - and has good potential for road and bus transport. It is on the main road between [REDACTED] close to potential development land and also not too far away from where the proposed tunnel would go if that is the chosen option for a Thames crossing. The site is on the border with Gravesham and therefore would be an ideal site for a TSAT all through Free School.

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

In discussion with the LA officers, in principle they support this Free School application as there is a significant basic need of 2/3 FE entry primary, 6FE secondary school and TSAT is a preferred sponsor. Please see email exchange below confirming support:

**From:** [REDACTED]

**Sent:** 15 September 2016 17:09

**To:** [REDACTED]

**Subject:** Free School Application

Dear [REDACTED],

I emailed [REDACTED], however, his email has directed my query to you – I hope you can help.

You may recall that TSAT and the LA agreed a site for a wave 11 Free School bid in the Strood area, just off [REDACTED].

We decided to withdraw our bid due to the circumstances in the Trust at that time and are now in the process of resubmitting the bid for Wave 12.

I just wanted to check that the LA are still supportive of a through school provision on the designated site.



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

Many thanks,

[Redacted]

[Redacted]

[Redacted]



a: [Redacted]

t: [Redacted]

e: [Redacted]

w: [Redacted]

Dear [Redacted]

Yes, the LA are supportive of such a bid, we can prepare a letter acknowledging the need for the provision for you to include in your submission.

Kind regards,

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Email: [Redacted]

**School/academy performance:**

Both Kent and Medway suffer from poor Primary provision. The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2014/15 ranks Kent 112<sup>th</sup> of 151 for Primary provision and Medway as the worst performing authority with the fewest students attending a good or better school:

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

Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies
North Tyneside	North East, Yorkshire and Humber	99	2	1
Newcastle upon Tyne	North East, Yorkshire and Humber	97	1	8
Kingston upon Thames	London	97	10	15
Camden	London	96	-2	1
Lewisham	London	95	7	2
Trafford	North West	95	-1	9
Bedford	East of England	95	0	24
Westminster	London	95	4	19
Cheshire East	North West	95	2	28
Torbay	South West	94	14	64
Bournemouth	South West	93	17	40
Barnet	London	93	2	9
Gloucestershire	South West	93	1	19
Harrow	London	93	7	10
Wandsworth	London	93	-3	9
Greenwich	London	93	6	0
Richmond upon Thames	London	93	-1	4
Wigan	North West	93	4	11
Sutton	London	93	1	17
Ealing	London	92	2	3
Redbridge	London	92	9	3
South Tyneside	North East, Yorkshire and Humber	92	-1	10
Stockton-on-Tees	North East, Yorkshire and Humber	92	1	19
Kensington and Chelsea	London	91	-3	4
Knowsley	North West	91	6	2
Gateshead	North East, Yorkshire and Humber	91	-2	3

<b>E1 – provide valid evidence that there is a need for this school in the area</b>				
Durham	North East, Yorkshire and Humber	91	2	6
Brent	London	91	4	9
Halton	North West	91	5	3
Bexley	London	90	11	42
Stockport	North West	90	-2	5
Manchester	North West	90	3	22
St. Helens	North West	90	2	4
Hackney	London	90	-1	6
Cheshire West and Chester	North West	90	4	7
Lambeth	London	90	3	3
Leeds	North East, Yorkshire and Humber	90	5	9
Bath and North East Somerset	South West	90	9	10
Buckinghamshire	South East	90	5	9
Tower Hamlets	London	90	-1	8
Cornwall	South West	89	4	48
Darlington	North East, Yorkshire and Humber	89	-2	66
Lancashire	North West	89	2	2
Brighton and Hove	South East	89	10	3
Sunderland	North East, Yorkshire and Humber	89	2	24
Solihull	West Midlands	89	5	15
Warrington	North West	89	5	0
Hartlepool	North East, Yorkshire and Humber	88	-1	20
Herefordshire	West Midlands	88	5	25
Northumberland	North East, Yorkshire and Humber	88	-2	10
Central Bedfordshire	East of England	88	-1	29
South Gloucestershire	South West	88	6	7
Cumbria	North West	88	0	11
Rutland	East Midlands	88	8	61
Telford and Wrekin	West Midlands	88	7	3
Bristol	South West	88	7	38

<b>E1 – provide valid evidence that there is a need for this school in the area</b>				
Worcestershire	West Midlands	88	-1	17
Wiltshire	South West	88	6	24
Swindon	South West	87	7	41
Bury	North West	87	3	8
York	North East, Yorkshire and Humber	87	1	12
Dudley	West Midlands	87	3	5
Somerset	South West	87	0	24
Southwark	London	87	1	11
Haringey	London	87	2	14
Poole	South West	87	1	31
Wirral	North West	87	-1	3
Bolton	North West	87	0	11
Waltham Forest	London	87	-1	32
Devon	South West	87	0	20
Enfield	London	87	10	5
Hounslow	London	87	17	8
North Somerset	South West	86	8	8
Lincolnshire	East Midlands	86	1	35
Calderdale	North East, Yorkshire and Humber	86	-2	28
Croydon	London	86	11	37
Oldham	North West	86	6	15
Leicestershire	East Midlands	85	2	50
Oxfordshire	South East	85	4	27
Southend-on-Sea	East of England	85	12	12
Hertfordshire	East of England	85	1	9
Islington	London	85	-5	6
Peterborough	East of England	85	5	21
Shropshire	West Midlands	85	4	9
Blackburn with Darwen	North West	85	2	11
Sefton	North West	85	-4	0
Hammersmith and Fulham	London	85	0	14
Surrey	South East	85	9	18
Redcar and Cleveland	North East, Yorkshire and Humber	84	4	27

<b>E1 – provide valid evidence that there is a need for this school in the area</b>				
Coventry	West Midlands	84	10	15
Liverpool	North West	84	-2	1
Rochdale	North West	84	1	3
North Yorkshire	North East, Yorkshire and Humber	84	6	6
Kirklees	North East, Yorkshire and Humber	84	9	8
Kingston upon Hull	North East, Yorkshire and Humber	84	5	63
Hampshire	South East	84	2	3
Nottinghamshire	East Midlands	84	0	16
Warwickshire	West Midlands	83	5	18
Southampton	South East	83	-1	30
Sandwell	West Midlands	83	1	17
Wakefield	North East, Yorkshire and Humber	83	9	42
Salford	North West	82	-1	7
Portsmouth	South East	82	12	22
Essex	East of England	82	9	25
Milton Keynes	South East	82	0	20
Newham	London	82	-3	6
Middlesbrough	North East, Yorkshire and Humber	82	1	30
Merton	London	81	5	5
<b>Kent</b>	<b>South East</b>	<b>81</b>	<b>10</b>	<b>25</b>
Barnsley	North East, Yorkshire and Humber	81	2	34
Wokingham	South East	81	6	1
Tameside	North West	80	0	7
Staffordshire	West Midlands	80	2	16
Norfolk	East of England	79	8	17
Hillingdon	London	79	-2	28
Blackpool	North West	79	-2	52
Luton	East of England	79	2	15
Stoke-on-Trent	West Midlands	79	11	34

<b>E1 – provide valid evidence that there is a need for this school in the area</b>				
Cambridgeshire	East of England	78	2	19
Birmingham	West Midlands	78	-2	28
Dorset	South West	78	-3	17
Derbyshire	East Midlands	78	-1	5
North Lincolnshire	North East, Yorkshire and Humber	78	3	26
Bromley	London	77	-4	77
Havering	London	77	-3	12
Plymouth	South West	77	0	15
Windsor and Maidenhead	South East	77	-2	16
East Riding of Yorkshire	North East, Yorkshire and Humber	76	5	7
Barking and Dagenham	London	76	8	3
West Sussex	South East	76	0	22
Rotherham	North East, Yorkshire and Humber	76	2	34
Suffolk	East of England	76	4	18
Slough	South East	75	8	56
Nottingham	East Midlands	75	0	47
Wolverhampton	West Midlands	74	7	19
Northamptonshire	East Midlands	74	2	43
East Sussex	South East	73	11	17
Reading	South East	73	-1	13
Leicester	East Midlands	72	2	7
Thurrock	East of England	72	-1	71
Derby	East Midlands	72	-1	9
Sheffield	North East, Yorkshire and Humber	72	2	25
Walsall	West Midlands	71	3	17
West Berkshire	South East	69	0	4
North East Lincolnshire	North East, Yorkshire and Humber	67	-1	76



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

Bradford	North East, Yorkshire and Humber	67	-6	12
Isle of Wight	South East	64	-6	8
Bracknell Forest	South East	64	4	2
Doncaster	North East, Yorkshire and Humber	64	6	20
<b>Medway</b>	<b>South East</b>	<b>62</b>	<b>9</b>	<b>30</b>

(Based on inspections conducted by 31 August 2015 and published by 5 October 2015. The Isles of Scilly and the City of London are excluded Source: Ofsted and Department for Education)

In terms of standards 2015 KS2 results place Medway at the bottom for percentage of pupils achieving the required standard (L4+ combined) in their KS2 tests. Kent results placed them 88<sup>th</sup> on the league table of KS2 results.

In the Ofsted monitoring report for Medway in June 2015

██ it was found that the pace of improvement in Medway’s primaries has been too slow. The LA had not made enough use of its statutory powers to challenge weaker leadership in primary and tackle performance.

KS2	% achieving L4+			2015 % making expected progress
	2013	2014	2015	
England	76	79	80	91 R 95 W 90 M
Medway LA	71	75	73	88 R 93 W 86 M

Therefore, there is a significant need for additional high quality Primary School provision in this area.

TSAT has a track record of high performing Primary Schools with the new TSAT Medway Primaries rapidly improving to be amongst the best in the local area and the established Primary Schools in Portsmouth delivering consistently good or outstanding outcomes for children:

**E1 – provide valid evidence that there is a need for this school in the area****TSAT Primary Academic performance 2015**

Key Stage One KS1:

Attainment at July 2015	No in cohort	1 child = %	L2+ R/W/M Combined Expected	L3 R/W/M Combined	Reading	Writing	Maths
					L2 +	L2 +	L2 +
All Faiths	28	3.57	73		90	73	90
Gordons	55	1.8	89	4	92	89	94
New Horizons	27	3.7	84	19	89	74	89
<b>Trust Average</b>			<b>82</b>	<b>8</b>	<b>90</b>	<b>79</b>	<b>91</b>
<b>National 2014</b>					<b>90</b>	<b>86</b>	<b>92</b>

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

Key Stage Two:

<b>KS2 EOY Attainment data Summer 2015</b>										
	No in cohort	1 Child = %	Level 4 +	Level 5 +	Reading		Writing		Maths	
			R/W/M (Combined)	R/W/M (Combined)	L4+		L4+		L4+	
All Faiths	30	3.3	79%	11%	93		93		82	
Gordons	76	1.3	72%	21%	80		71		84	
Isambard Brunel	59	1.7	83%	18%	92		83		85	
Newbridge	76	1.3	76%	18%	88		78		91	
<b>Trust Average</b>			<b>76%</b>	<b>17%</b>	<b>88%</b>		<b>81%</b>		<b>86%</b>	
<b>National 2014</b>			<b>79%</b>		<b>89%</b>		<b>85%</b>		<b>86%</b>	

Progress Data	No in cohort	1 Child = %	Reading		Writing		Maths		
			2L	3L	2L	3L	2L	3L	
Summer 2015									
All Faiths	30		96	22	100	39	100	17	
Gordons	76	1.3	76	18	82	21	76	25	
Isambard Brunel	59	1.7	92	45	98	42	96	38	
Newbridge	76	1.3	99	33	97	30	100	39	
<b>Trust Average</b>			<b>91</b>	<b>30</b>	<b>94</b>	<b>33</b>	<b>93</b>	<b>26</b>	
<b>National 2014</b>			<b>91</b>		<b>93</b>	<b>33</b>	<b>90</b>	<b>35</b>	

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

Primary Headline figures for 2016 (unvalidated):

Criteria / School	National %	AFS %	GIF %	GJS %	IBJS %	NBJS %	NH %	Trust %
Phonics	77	86	85				86	82
KS1 Reading		60	67					57
KS1 Writing		13	74					45
KS1 Maths		43	79					88
KS2 Reading	66	36		66	46	75		53
KS2 Writing	74	57		73	89	78		72
KS2 Maths	70	57		73	57	81		65
SPAG	72	43		75	59	73		61
KS2 Combined	53	25		56	39	61		43

Primary Progress 2016 (unvalidated):

	Reading	Writing	Maths
NBJS	1.5	-0.4	2.1
IBJS	-4	0.7	-2.4
GORDON	-2.4	-2.9	0
AFS	-0.7	1.0	0.6
Floor Standard	-5	-7	-5

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

Therefore, it is appropriate that parents should be able to choose high quality Primary provision in their local area and TSAT can deliver this through the new Maritime Academy.

Within the Secondary Phase several Medway Schools are vulnerable being at or around Floor Target and there is a need to provide additional high quality provision for students.

Published results 2015:

<b>Academy/School</b>	<b>5+ A*-C with English &amp; Mathematics (first)</b>
The Rochester Grammar	99%
Chatham Grammar School for boys	99%
Rainham Mark Grammar	97%
Fort Pitt Grammar School	95%
Sir Joseph Williamson Mathematical School	92%
Chatham Grammar School for Girls	88%
Thomas Aveling	58%
Hundred of Hoo	54%
The Howard Academy	52%
Rainham Girls	49%
Greenacre Academy	48%
Walderslade Academy	42%
Strood Academy	40%
Brompton Academy	39%
The Victory Academy (previously BORA)	37%
St John Fisher	34%
Robert Napier	26%

Therefore, the area needs high quality secondary provision that parents are confident meets the needs of their children. TSAT is a strong sponsor with a track record of significantly improving student outcomes, all the secondary schools we have sponsored were either in or about to be placed in Special Measures and are now performing much better, for example, both The Portsmouth Academy and Chatham

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

Grammar School for Boys results now suggest that the schools could now be considered Outstanding at their next Ofsted inspection. In 2016 TSAT secondary results were as follows:

2016 TSAT Secondary data:

School	% 5 A*-C incl E&M	% GCSE A*/A	% GCSE A*-C	KS4 Value Added	% A level A*-B
CGSB	96%	45%	N/A	1021	46
PAG	64%	N/A	75%	1028	N/A
RGS	100%	70%	N/A	1042	85
VIC	44%	N/A	63%	999	56

\*Note – VIC A\*-C

Therefore, there is a need in the area for improved Secondary provision for students of all abilities and TSAT has demonstrated its ability, in a range of types of school, to lift standards and deliver high quality academic outcomes for students. Therefore, we are confident that the new Maritime Academy would support students to achieve their full potential and be a popular choice for parents.

**Parental choice:**

It is clear that parents are not happy with the offered provision with nearly 3000 parental appeals lodged in 2015 across Medway and Kent in regard to the school students have been offered:

<b>Kent and Medway School Appeal Outcomes 2015</b>	
Appeals Held	Number
Kent Non-Selective	484
Kent Grammar	1587
Medway Non-Selective	178
Medway Grammar	245
<b>TOTAL SECONDARY</b>	<b>2494</b>
Kent Primary	292
Medway Primary	63



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

\*Kent Independent Education Advice [REDACTED]  
[REDACTED]

The Maritime Academy will be able to offer parents high quality Primary provision and a through school opportunity with a dedicated Grammar stream supported by a Grammar School reducing the need for students to take the 11+. It also gives the opportunity for students to move into a more academic environment later in their academic career if their talents develop later in their school life.

Our proven track record in delivering high quality Primary and Secondary provision will enable parents to have a new choice when considering the schooling of their children.

### **Financial viability and sustainability:**

There are a large number of small primary schools in Kent and Medway, whose long term financial viability is questionable given the increasing constraints on school funding. In Kent nearly half of primary schools have under 210 pupils and nearly 9/10 are maintained primaries. In Medway there are a number of smaller primaries which will potentially struggle to cope with financial constraints. TSAT has a strong financial structure and our FD is highly competent and a respected FD and Business SLE. He has developed an excellent sustainable business model for TSAT and all our academies access high quality central services and school improvement specialists. The Free School will benefit from these central services, procurement of the MAT and deployment of TSAT staff and resources as it grows even if it does not fill to PAN in the first initial years. The all-through provision supported by a strong MAT will be more financially viable than stand alone separate primary and secondary provision.

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

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

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

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

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

1. TSAT has experience of engaging with the local community when opening a new school. The New Horizons Children’s Academy was successfully launched through a programme of:
  - advertising the school in local papers, local nursery providers, GP surgeries, and sure start centres.
  - visiting local schools and attending cluster meetings so we were part of local networks and raising our profile.
  - Organising a series of open events, tours, presentations and “coffee mornings” with parents and local residents.

The school has become more and more popular and when we opened we had 90 applicants, in the second year the school grew to 230 students and in year 3 the school has nearly 400 students. This is clear evidence that TSAT can successfully engage the local community in a new school and the provision available. We are, therefore, confident that we can engage the local community in the area to ensure a successful launch of The Maritime Academy.

2. The new all-through Free School would be promoted locally utilising the skills of our external consultancy firm, [REDACTED] will be part of the Project Team. There will be a campaign to engage with the local communities using: local press releases and advertisements regarding the new school, open events, tours (providing we have a site or at one of our local TSAT academies), publicity campaign (street banners, lampost banners across Medway or Kent). We will also have a postcode drop so that all residents around the relevant postcodes receive a postcard advertising the new Free School with a personal invitation to a series of events. Leaflets and a prospectus will be produced for all prospective parents.
3. We will engage with local councillors and MPs to secure their support. These will be invited to presentations and discussions regarding the Free School and our aspiration for the school to be outstanding and a community asset, particularly our aspiration to develop STEM as a core part of the curriculum and would see this as meeting a local need to promote these skills for local employers. We would be looking to engage with local community groups to utilise facilities and possibly consider private pre-school providers if there is demand.

## Section F – capacity and capability

Please note:

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

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

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

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

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

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

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

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

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

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

[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	Full time
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	Full time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Paid consultant
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Paid consultant
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	6 hours per week
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	6 hours per week
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	6 hours per week



		████ ██████		████████ ████	
████████	████████	████████ ██████ ██████	███ ██████ ███	████████ ██████	Full time
████████	████████	██████████ ████████ ███	███ ██████ ███	██████████ ██████ ██████████ ██████ ██████	Full time

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

The ██████████, will be in charge of the project doing pre-opening. See CV in Annexes.

The project team above will oversee the delivery of the project and all parties either work for TSAT or have a good working relationship with the organisation.

██  
██  
██

## 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>
N/A	N/A	N/A

[Add more lines as appropriate]

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

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

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

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

The Free School will be added to the Governance structure that exists within TSAT. The organisation works on 4 levels:

- Members – 5 non-executive members that oversee the organisation and appoint 6 Directors
- Board of Directors – (Also known as Trustees) a group of 11 Directors (6 appointed by members, 3 appointed by Governing Bodies and 2 Executive appointments)
- Regional Governing Bodies – A group of 8 Governors that are recruited based on the following skills assessment:
  - Education x 2
  - Finance
  - HR
  - Buildings
  - Marketing, Communication and IT
  - Legal
  - Executive Head for the region
- Academy Advisory Boards – a body of stakeholders that advise the Regional Governing Body. They are made up of:
  - The Headteacher/Principal of the Academy
  - Parents
  - Staff
  - Local Community

**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**

A comprehensive scheme of delegation is in place between the main board, its committees and Governing bodies and can be found on

**[REDACTED]**

**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**



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

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

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

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



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

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

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

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

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

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

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

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

## Section G – budget planning and affordability

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

Please:

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

### **G1 – budget planning and affordability**

Budget workbook completed on the basis of 100% capacity.

8 local schools (3 Secondary and 5 Primary) that can provide support on a more flexible approach whilst school is growing and if it does not achieve full capacity (eg. PE would be timetabled in a way that allowed another TSAT PE teacher to travel to school and deliver thus saving the need to buy a PE specialist teacher for the school). TSAT can provide support for middle leadership in the initial stages when the budget will support a growth in teachers rather than leaders. Specialist staff are employed to work across schools – English and Mathematics.

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

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

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

## Annexes

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

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

# CV template

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

**CV template**

per student for level 3 qualifications.

[Redacted]		
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

[Redacted]

[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

[Redacted]

[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

5b

**For education only:** if you are in a teaching or head of department role in your latest school (where available):

- Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A\*-C GCSE including English and maths results or, for **16 to 19**, average point score per entry and per student for level 3 qualifications

N/A





CV template		
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p> <hr/> <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• school's best 8 value added scores for the</li> </ul>	



## Self-assessment form for independent schools

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

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

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



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

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

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

## Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p><b>1. The roles and responsibilities of the directors/trustees</b></p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	<p>All Governance documents including terms of reference and schemes of delegation are on the TSAT website  <a href="http://www.tsatrust.org.uk/about/governance/">http://www.tsatrust.org.uk/about/governance/</a></p>	

<b>2. Structure of the board</b>	Accountability system Structure of decision making	See above	
<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda	Board meetings at least 3 times a year Committees meet before the board meeting Working groups meet as required Executive group meet every half term	
<b>4. Finance</b>	Please give details of: <ul style="list-style-type: none"> <li>• your chief financial officer, with appropriate qualifications and/or experience;</li> <li>• Schemes of delegation;</li> <li>• Approvals process-budget;</li> <li>• Investment policy;</li> <li>• Procurement including leases;</li> </ul>	<p style="background-color: black; color: black;">[REDACTED]</p> <p>All finance policies and procedures are reviewed by internal auditors that report to the Audit committee. TSAT currently commissions 24 days per year for internal audit reviews to provide assurance on top of the external audit requirements.</p> <p>All Academies have a five-year financial sustainable review which is consolidated and reviewed by the Finance and Operations Committee on an annual basis</p> <p>Current commercial insurance in place</p>	

	<ul style="list-style-type: none"><li>• Internal control framework;</li><li>• Contingency and business continuity plan;</li><li>• Insurance cover</li></ul>		
--	---	--	--





Department  
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

Reference: DFE-00177-2016



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)