



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19
schools

Published: July 2016

THE TURNER ACADEMY FOLKESTONE

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed 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: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Declaration

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

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

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

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

C1: Application Overview

This application is being made by Turner Schools (the Trust), an approved academy Sponsor. The Trust is already sponsoring two 1FE primary schools in Folkestone (providing leadership and management support since July at the request of Dominic Herrington RSC, though the schools formally join the Trust in January 2017 when LSSAT is dissolved). Turner Schools was founded in 2016 by its [REDACTED]

The school for which the Trust is applying in this wave is:

- Turner Academy Folkestone ('The Turner'), a 4FE 11-18 school in Folkestone, required by the LA to open with Yr 7 in 2018.

A separate application will be made for the Turner Shorncliffe Primary School in the next wave, with a view to enhancing local standards and provide another direct pathway to The Turner for local families.

As the Trust only became active in 2016, and on the advice of the New Schools Network, we have completed this application as a type 1 applicant with regards to sections D and G. We have received a letter from [REDACTED] outlining our capacity to open the schools for which we are applying in line with our overarching growth strategy. we have completed section F in line with the criteria for type 4/5 applicants.

C2: The Vision for Turner Schools

C2.1: Educational Vision

Turner Schools was founded to transform standards in East Kent through brilliant schools. Our vision is to realise the "true education" described by Dr King in *The*

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Purpose of Education (1947). There he envisaged social justice achieved through an education that both enables the achievement of legitimate personal goals and facilitates countering prejudice and rejecting extremism, thereby improving the experience of society.

Our ‘true education’ vision will be delivered by planning our activities around four pillars. These are:

1. **EBACC for all:** the subject knowledge and skills which must be mastered to achieve the measure is a right for all pupils and by starting young – in our primary schools – we intend to get everyone there.
2. **Climbing the mountain to university or professional employment:** our working relationships with universities (University of Kent, University of Buckingham, UCL and Cambridge), and partnerships with major local employers will ensure that our students are best equipped for their next steps after leaving school.
3. **An additional working language beyond standard English:** language skills will enable better social cohesion in the immediate area; meet the needs of local employers including Eurotunnel, EDF, Holiday Extras, Givaudan and the Royal Gurkha Rifles¹; and secure the often missing-link in EBacc achievement.
4. **Developing citizens:** Turner students will be young people that the community can be proud of and who want to make Folkestone an even better, fairer place to live; we will teach toleration, respect for the rule of Law, that hard-work pays off and service.

Our pillars translate to pedagogy and school practice as the ‘HEART’ model. HEART gives stakeholders, staff, pupils and parents a common language. It represents **H**igh expectations, **E**ngagement, **A**cademic subject-based curriculum, **R**ead for all, and **T**rust underpinning interactions and relationships. In addition, consistent with our plan to educate local children from Reception to Year 13, the HEART model functions across primary and secondary phases, enabling cross-phase co-observation and confident peer-review.

Finally, by translating our social justice vision into planning pillars and pedagogy/practice we are heeding Dr King’s advice that true education must be

¹ CBI Reports repeatedly evidence employers value foreign language skills in employees, citing 72% of businesses in 2014, with 50% of those surveyed requiring French.

Letters of support from employers can be found in the Annex.

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functional as well as moral.

As the leader of the Nepalese community in Folkestone summarises it, Turner Schools is proposing a grammar-style education *for all*, with the benefit of direct routes to employment.²

C2.2: Vision for Growth

Our vision for the Trust’s growth is well within the parameters laid out in the letter from our [REDACTED] (see Annex). In addition to the two Folkestone primaries we began Sponsoring at the end of the 2015/16 academic year, we envisage growth as follows:

	Primary	Secondary
2016/17	1 Converter	0
2017/18		1 Sponsored academy
2018/19		1 Free School (The Turner)
2019/20	1 Free School (TSPS – Wave 13 app)	

Beyond the Turner Academy Folkestone (The Turner) and the Turner Shorncliffe Primary the Trust would like to convert a primary school one or two miles to the west of The Turner’s Surrenden Road site in the next 3-5 years, to complete a ring of excellence. Once we have secured a ring of excellence in Folkestone, described later in this section, we intend to consider projects in another area of east or north Kent (somewhere where there is both a basic place need and a standards or inequality case). Any such project would open around September 2020 or after. We will discuss and develop our specific plans for further schools with our RSC throughout the process. Our priority in terms of expansion is sustainable growth which enables the Trust to deliver our educational vision with fidelity.

The society we are beginning to work in to deliver this ‘true education’ vision is Folkestone, in the district of Shepway, Kent. Folkestone is an area of coastal deprivation; one with discord between the indigenous white British, the Nepalese and other immigrant communities; with inequality entrenched by grammar school selection

² Refer to FNC letter of support in Annex

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at 11.

Ring of Excellence

Our vision for the first phase of the Trust’s growth is that the Turner Academy Folkestone will be the axis of secondary aspiration and excellence around which we will build a ring of primary excellence. The establishment of this ring has begun via our sponsoring of Moorhall Academy across the road from The Turner site on Surrenden Road, and of Martello Grove two miles east. Turner Shorncliffe Primary School (bid in draft, pending further local consultation, to be submitted in Wave 13) will be based on a new housing development two miles south of the Surrenden Road site close to the barracks, home to the Royal Ghurkha Rifles (2RGR). A map of the Turner schools’ locations (current and proposed) is included with the application in the Annex.

C3: The Rationale for the Turner Academy Folkestone

The Turner will be a 4FE 11-18 school sited on the premises currently occupied by Pent Valley Technical College, which will close in August 2017.³ The rationale for this school is based on the following key factors, which are all expanded upon in section E1 of this application:

Basic need for additional school places: The school is needed to address a shortfall of secondary school places in Folkestone for 2018 and beyond, as evidenced by Kent County Council, who have provided the table below to evidence the need for the school (see letter in Annex):

Shepway

Year group	Detail	2015-16 (A)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7	Operational capacity	1,195	1,098	1,098	1,045	1,045	1,045	1,045	1,045
	Roll	1,023	1,039	1,095	1,101	1,181	1,212	1,206	1,236
	Surplus / (deficit) capacity	172	59	3	-56	-136	-167	-161	-191
	% surplus / (deficit) capacity	14.4	5.4	0.3	-5.4	-13.0	-16.0	-15.4	-18.3
Years 7-11	Operational capacity	5,840	5,368	5,316	5,331	5,331	5,331	5,278	5,225
	Roll	4,917	4,934	5,096	5,247	5,431	5,623	5,791	5,932
	Surplus / (deficit) capacity	923	434	220	84	-100	-292	-513	-707
	% surplus / (deficit) capacity	15.8	8.1	4.1	1.6	-1.9	-5.5	-9.7	-13.5

This shows clearly that the additional 4FE which ‘The Turner’ will provide from 2018 is

³ <http://consultations.kent.gov.uk/consult.ti/pentvalley>

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critical to meeting the place need in Shepway.

Underperformance of local schools: Local schools do not currently support pupils to achieve the results that we aspire to achieve at The Turner.⁴ [REDACTED]

[REDACTED].⁵ Only two schools in Folkestone achieve EBacc results in or above the same region, and both are highly selective Grammar schools with EAL significantly lower than Pimlico's at around 11% and Ever6FSM around 13%.⁶ The nearest comprehensive school, Folkestone Academy, enters only 4% of pupils for the EBacc and the local comprehensive with the highest entry levels (36%) only achieves 5% against this measure (Brockhill Park).

Achievement against the 5 GCSEs at A*-C measure is similarly poor. In the three nearest comprehensives, this measures between 29-43%. University entrance is at only 35% from these comprehensives, and further is only 60% from the selective schools in the area.

The Turner has the aspiration, educational plans and team behind it to far exceed these current results, in line with our targets as laid out in D2.

Local social issues, especially around community cohesion: The pupils served will come from various neighbourhoods of Folkestone, including two (Harvey and Harbour) in the 10% most deprived in England.⁷ [REDACTED]

[REDACTED] The Turner will deliver an academically rigorous and ambitious education for all regardless of background and ability; the opportunities offered by the school will be transformative for all, especially those from disadvantaged backgrounds.

The Turner is also much needed to improve toleration and cohesion in the community where exclusions from school are unacceptably high: Kent has the highest number of any Local Authority, and the most for racial abuse.⁸ Unlike other Folkestone schools,

⁴ All references in this paragraph from the table in the Annex. Secondary school information from the DfE performance tables.

⁵ In a cohort with above average EAL (52.5%), FSM (60.6%) and SEN/EHC (2.3%), many achieve the EBacc at Pimlico Academy (36% achieved it in 2015, in 2016 80% entered it & 41% achieved it).

⁶ DfE school performance tables

⁷ Indices of Deprivation 2015 (kent.gov.uk)

⁸ Analysis by the NSN of DfE statistical release of Permanent and fixed-period exclusions in England: 2014 to 2015 (2016).

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The Turner will be inclusive in the fullest sense of the word, catering for pupils with additional and special educational needs alongside the able of all origins; of all denominations and none, between the ages of 11 and 18. Consistent with our social justice mission we will not operate setting or streaming, though we will use progress drives, rank orders (with sensitivity), and competitive sport structured through school 'Houses'. The House system, alongside strategies such as daily family dining, will promote integration between, as well as within, year groups.

Lack of diversity and parental choice: At present there is only one comprehensive intake secondary school in Folkestone - Folkestone Academy. That school has struggled to achieve attainment beyond the national floor at KS 4⁹, and is perceived locally among Headteachers and parents as being quick to exclude. It does not educate many of the areas many Nepalese children: only 7.6% of its pupil population had EAL in 2015, whereas Pent Valley had 20.8% EAL pupils.¹⁰ Folkestone Academy emphasises hairdressing and catering careers with its foyer salon and student-staffed working restaurant, so the Turner's educational offer will form a real choice for parents and young people; the Turner will work towards 100% EBacc entry with 80% achieving it, whereas at Folkestone Academy only 3% achieved the measure in 2015.

A Sixth Form is essential at the Turner due to our university access ambition. The Turner intends to push the uptake of higher education in Shepway beyond the national average of 58%, from 33% at present (reflecting both low attainment and chronic low aspiration).¹¹ The University of Kent's renowned degree in French Law is just one example of a degree opened up for The Turner's pupils, which would also lead to professional employment. Given the popularity of apprenticeship and early employment options in Folkestone at present, however, we are planning Post 16 provision to offer two streams. One will improve university entrance in the region by teaching qualifying A' Level subjects for Russell Group and 1994 group universities. Our emphasis on MFL at KS 4 will counter the national trend for those in deprivation being less likely to achieve a university place due to not having a traditional modern foreign language.¹² The other stream will embed direct routes to professional and degree apprenticeships, including teaching. Such is our commitment to this that we have begun planning these routes with key local employers, including Eurotunnel, EDF and Holiday Extras, and have

⁹ As evidenced by analysis of DfE performance data + Ofsted Section 5 reports for the school

¹⁰ DfE school performance tables

¹¹ DfE destinations data to 2014 (published 2016)

¹² *Mind Your Language, data briefing on trends in language teaching*, New Schools Network 2016

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found a local FE partner (East Kent College), experienced in apprenticeships and technical education, to collaborate with us¹³. Our target will be 70% of Post 16 leavers attending university, and 30% to skilled or degree apprenticeships/employment.

The need for educational innovation: the Turner will also offer an aspirational local choice for parents and pupils, focused on securing university, professional employment, and degree or skilled apprenticeships that compliment national and local skill shortages for all profiles of pupil. An enterprise and enrichment programme, to be designed in conjunction with the Folkestone Youth Chamber (of Commerce) and the Ahead Partnership, will see EBacc subjects linked to professions and degrees with regular subject lessons taught by business people, professionals and academics, such as local accountants taking a Maths lesson to show examples of career applications of curricular mathematics, and Holiday Extras staff modelling how their French and German language is used at work, once per short term.

A unique pillar of our 'true education' vision is every pupil developing facility in a modern foreign language. This will improve communication locally, enable EBacc achievement, as well as opening up university and employment options.

In sum, whereas the coast has been defined as a barrier by the Harvard Business Review in its analysis of coastal deprivation, Turner Schools is approaching Folkestone's proximity to France (and the resulting international employers based locally, including the MoD), as both a rationale and opportunity for transformation.

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

¹³ Letter regarding partnership plan from East Kent College can be found in [Annex x](#).

pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

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 KS3, 4, 5	Mandatory (M)/ Voluntary (V)	Comments
ART (incl. Art History)	1.7, 3.3, 5	M at KS 3, optional KS 4 & 5	
BIOLOGY	1.7, 1.7, 5	M at KS 3 & 4, optional KS 5	Individual sciences will be advocated, but combined sciences will be offered also
CHEMISTRY	1.7, 1.7, 5	M at KS 3 & 4, optional KS	Supra
CLASSICAL CIV	0.8, 3.3, 5	M at KS 3, optional KS 4 & 5	Classical civilisation and Latin will be combined during KS3 in Classics4All sessions
COMPUTER SCI	0, 3.3, 5	Optional KS 4 & 5	A GCSE and A' Level option only. Not offered as a discrete subject at KS3 as ICT will be woven throughout the curriculum.
ECONOMICS	0, 0, 5	Voluntary	A' Level only
ENGLISH	4.2, 4.2, 4.2	M at KS 3 & 4, optional KS 5	English language at literature will be offered as separate subjects at KS3 and 4. English literature will be a KS5 option, and Foundation English will be available to new arrivals at any point
EXTENDED PROJECT QUALIFICATION	0, 0, 5	M KS 4 & 5	This will be completed across various lessons to develop transferable thinking, hence no discrete time allocation in KS4.
SPORT/Matches	0, 1.7, 0	M at KS 4	Matches will be extra-curricular in KS3, where all pupils will pursue Physical Education in curriculum time, as well as at KS 5. In KS4 all pupils will have discrete

			curriculum time dedicated to sport/matches, whether or not they study PE.
GEOGRAPHY	1.7, 3.3, 5	M at KS 3, optional KS 4 & 5	
HISTORY	1.7, 3.3, 5	M at KS 3, optional KS 4 & 5	
LATIN	0.8, 3.3, 5	M at KS 3, optional KS 4 & 5	Combined with Classical Civ in Classics4All lessons at KS3, optional thereafter
MATHEMATICS	4.2, 4.2, 5	M at KS 3 & 4, optional KS 5	Further Maths will be an option at KS5 (we would be the only provider in Shepway to offer Maths, and Further Maths at KS5)
MODERN FOREIGN LANGUAGE	3.3, 3.3, 5	M at KS 3 and KS 4. Optional KS 5	The mainstream options will be French and either Spanish or German (the two most used by local employers & top rated by universities), but it is intended that a south east Asian language will be an option also (to support local employment needs related to the 2RGR)
MUSIC	1.7, 3.3, 5	M at KS 3, optional KS 4 & 5	Additional music (various ensembles) will be offered as after school clubs
PE	2.5, 3.3, 5	M at KS 3, optional KS 4 & 5	
PHYSICS	1.7, 1.7, 5	M at KS 3 & 4, optional KS 5	Offered as an individual, or combined science at KS4
POLITICS	0, 0, 5	Optional at KS 5	
PSHCE	0.8, 0.8,	Mandatory	This lesson will be delivered as a weekly rotation spanning the

	0.8	across all KS	curriculum (tbc)
RELIGION & ETHICS	1.7, 3.3, 5	M at KS 3, optional KS 4 & 5	In addition to this formal subject, pupils beyond KS3 will be exposed to education about the religions of the world during PSHCE
APPRENTICESHIP ROUTES	TBC	KS 5 only	On-going assessment from Year 7 will enable us to confirm apprenticeship routes and FE Partner EKC will work with us on this. As stated previously, we will integrate the working applications of school subjects – particularly for Maths, the Sciences and Languages, in lessons from Key Stage 3, and the external professionals leading these sessions are expected to play a role as apprenticeship partners (Eurotunnel and EDF have already indicated willingness to do this). The area skills shortages in Maths, as well as in Business Administration and Transport and Logistics will all be attended for pupils that choose Apprenticeship rather than A' Level routes after KS4 with good Maths and Language foundations.

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

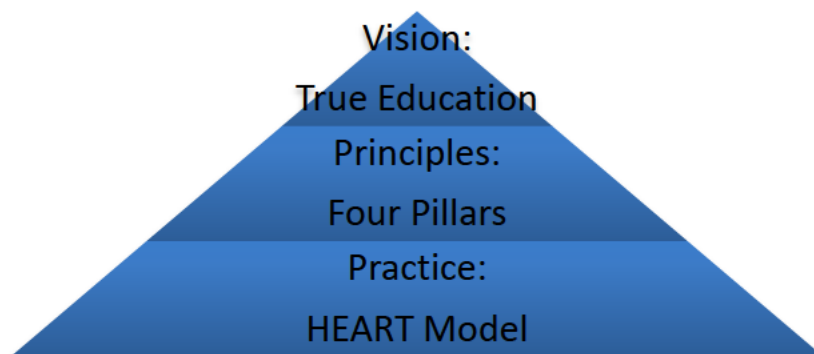
- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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D1.1: Curriculum overview

Our educational model is based on the structure laid out in section C:



In areas with deprivation and with historic low-attainment it has been commonplace for schools to reduce their own horizons and offer an increasingly vocational curriculum to pupils. Turner Schools will not do this; it will work tirelessly to bring all the pupils of The Turner to the standard and independence in learning such that they can all study a traditional curriculum, heading towards KS4 on an EBacc route. For those preferring to pursue a technical career post KS4, or not keen to move away from Shepway due to commitments as carers and/or cost concerns, or for those seeking direct pathways from school to employment, we will work in partnership with the local employers who have high-skilled technical requirements in their staff as well as for whom working French is a significant advantage – beginning with Eurotunnel (whose main operations are adjacent to the Surrenden Road site for The Turner¹⁴), and EDF at Dungeness on the nearby Romney Marsh.

A **knowledge-led curriculum** will achieve our True Education vision because it teaches all pupils the cultural canon which enables further study and the development of new knowledge; and because it enables all pupils to study together with common reference and on a level-playing field. In addition, as ██████████ has evidenced (various publications)¹⁵, comparing South Africa's journey with the UK's, teaching knowledge structured by traditional subjects closes gaps because all pupils are treated as equal, meaning learning is not dependent upon individual experiences. As Young

¹⁴ Eurotunnel Director John Keefe is our lead contact working with us on collaboration.

¹⁵ Prof Young is the author of many influential works including *Knowledge and Control* (1971) and *Bringing Knowledge Back In: From social constructivism to social realism in the sociology of education* (2007). Dr Saxton's article on Young's work (*Trusting Knowledge*, 2012), forms part of the compulsory reading on the PGCE at Cambridge University.

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puts it, 'knowledge lifts us beyond individual experience into collective understanding'.¹⁶

In addition, there will be **mixed ability teaching**, rather than setting, at The Turner in Key Stages 3 or 4. As has proven effective at Ark's King Solomon Academy, the approach of keeping the flock together, and coaching the most able to extend their own knowledge and understanding by mentoring less able pupils, achieved a collective drive to achieve, and reaped rewards at GCSE (and in EBacc attainment) over consecutive years. In an area divided by grammar selection, ensuring this collective motivation is essential to closing the attainment gap. **Family dining** daily will also be an important aspect of this, as well as an informal way for staff to assess retention of the day's (or a previous day's) teaching, and facilitate pastoral cohesion across year groups.

Literacy is essential to all curriculum delivery, and we will use a number of strategies to ensure that all pupils are able to access the full curriculum. These strategies will include: working very hard in Year 7 (including in lunch times if necessary), to bring all pupils up to their chronological reading ages using Read Write Inc. interventions where necessary, the Core Knowledge Foundation Language Arts Programme Read-alouds to build background knowledge and vocabulary recognition, and – where we can – working with pupils and their families during the primary years. This last will be aided by our strategy of delivering local primary education through our two pipeline schools and a Wave 13 proposal, the Turner Shorncliffe Primary School.

D1.2: Understanding our pupil intake

Based on the intake at the closing Pent Valley Technological College, that at the Folkestone Academy and evidenced via our consultation, it is expected that The Turner's cohort will include pupils with: greater than average deprivation indicators, a largely white British intake but also a significant proportion of Nepalese children, a minority of other non EU European children, and higher than average numbers of pupils with educational, health and care plans (EHCs), greater numbers than average formally assessed as having SEN, and many more whose parents or primary teachers consider them to have learning difficulties (but not severe enough to achieve a statement of need). In addition, based on our experience of cohorts like this elsewhere in the country, and specifically from observing and talking to pupils at Folkestone Academy, it is expected that many will arrive at school with reading ages below their chronological ages.

¹⁶ Young and Muller 2013, and in various lectures (Cambridge Assessment 2014, Policy Exchange 2016).

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In statistical terms we expect the cohort to break down in the following broad terms (in the early years of the school):

% Girl/Boy	% FSM or Ever6 FSM	% EAL	% SEN & EHC	% Reading age below chronological
50:50	50	20	2	40-50

In the medium term, however, we expect to see the cohort profile shift slightly as it becomes a destination of choice for pupils seeking greater pastoral care and more motivational studies than available at the two grammar schools, Folkestone Academy and/or Brockhill Park. The statistical change this will bring is not in terms of conventional deprivation, but reading age, which we expect to see increase on average. Our strategy to attract pupils from a variety of backgrounds is laid out in sections D4 and E2.

We know from the Pimlico Academy example that a knowledge-led, academic curriculum offer closes gaps for pupils of exactly this profile. In 2015 at Pimlico Academy where 60% were in deprivation, 50% EAL and approximately 3% with SEN/EHC, 70% entered the EBacc and 35% achieved it, and KS 4 results ranked in the top 10% nationally for pupil progress between the end of primary school and GCSE examination. In 2016, with this profile continuing, 80% were entered for the EBacc and 41% achieved it. At the same time we know that the subject-based academic curriculum stimulates and stretches the able. Teaching it was also greatly enjoyed by staff, contributing to consistently good or better quality of teaching. This is the direct evidence around which Trustees have built plans for The Turner.

In economic terms, one of the virtues of a knowledge-based curriculum is that it compensates for some of the disadvantages associated with a poor socio-economic background. Current national figures show that, when comparing children from the richest and poorest families in the UK, there is a one-year gap in 'school readiness' between 3-year-olds, and a 15-month gap in vocabulary development between 5-year-olds. In secondary schools this gap only continues to widen: as Teach First has shown, nearly 50% of children whose families claim FSM fail to pass any GCSEs at above grade D.¹⁷

¹⁷ Teach First, *Our Impact*,
<https://www.teachfirst.org.uk/sites/default/files/press/pdf/impact%20doc%20WEB.pdf>

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In more philosophical terms, and from the evidence in the US, where the knowledge-movement is credited with the so-called Massachusetts miracle in improving literacy, and so outcomes, we have the work of [REDACTED] his Core Knowledge Foundation to refer to. [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

As Professor Hirsch argued in his pioneering book *Cultural Literacy*, children from low socio-economic backgrounds often lack the core knowledge, or cultural capital that children with educated parents gain at home. If this is not explicitly taught in school then deprived children remain disadvantaged. A curriculum founded on the combined findings of [REDACTED] leaves no child behind, and means that all pupils can leave school reading at their correct ages (and thus able to access additional learning), and with the knowledge and skills to continue to learn on a more even playing field.

Pupils arriving after Year 7 (which is likely given the military base in Folkestone, the Eurotunnel border and the port of Dover), and those moving out of the school, will be well placed as the foundational knowledge we teach will stand them in good stead in all provisions, and Foundation English or RWI interventions will be offered at lunchtimes to enable speedy access of the mainstream curriculum for those arriving out of cycle without English as their first language, or not yet reading at their chronological age. A Buddy system, and staff mentor will ensure that new comers are integrated quickly in pastoral terms. Family dining will also be a powerful pastoral tool. Th [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

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D1.3: Key Stage Three Curriculum

Laying foundations, English and inclusivity

The Turner will use the full three KS3 years to lay firm and rich foundations from which all pupils can progress. In these years the school will follow the National curriculum in principle, but with greater emphasis on the ancient world in History, and utilising resources from the US (the Core Knowledge Foundation as well as from Uncommon Schools), where the content crosses over. English will be taught as Literature, Reading

¹⁸ Letter of support from Cheriton Baptist Church in Annex

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In English literature pupils will read, analyse and interpret whole texts ranging from medieval to modern times, including by William Shakespeare. They will also study texts from different cultures. Literature study will be used as a stimulus for encouraging creative writing, and pupils will be encouraged to develop thinking skills while embedding knowledge across the curriculum by linking subjects from History, Geography and Art with English in written work (rather than relying on popular youth culture in creative writing). In English grammar, pupils will study spelling, vocabulary, punctuation and syntax. This will give them a firm foundation for the English GCSEs. The explicit teaching of grammar will enhance the technical understanding of English for pupils with SEN and EAL. We know from experience that explicit grammar lessons transform written work across the subject remit, and even improve spoken language, benefitting the disadvantaged and their more advantaged peers equally.

Mathematics

By the end of Year 9 in Mathematics pupils will have a firm grasp of key mathematical concepts, specifically: number manipulation (including fractions, decimals and percentages), graphing, trigonometry, algebra, probability and statistics. At GCSE, all pupils will complete Maths GCSE. We will consider offering Further Maths GCSE where pupils have the aptitude and interest in this. By beginning every Maths lesson with a Times Tables Rockstars session (for 10 minutes), all pupils will achieve and maintain the ability to handle all multiplication and division operations in under one second. This has been proven (and evidenced by [REDACTED] as the research underpinning the engaging TTRS programme)¹⁹, to enable the achievement of at least a C in Maths GCSE, as it enables the basic questions and initial aspects of more complex problems to be solved very quickly, freeing up both time and pupil working memory for the questions that require stages to answer correctly. At King Solomon Academy this approach ensured that in the first year of GCSEs only one pupil achieved a grade lower than C.

Physics, Chemistry, Biology

During KS3, the sciences will be taught as separate disciplines, consistent with our adherence to Powerful Knowledge, where understanding in pupils is best fostered through explicit and discrete subject domains. It is striking how many pupils in KS3 in England's schools when approached while in timetabled science lessons can tell you that they are in a science lesson, and that scientists do experiments, but can't tell you what the difference between Biology, Physics and Chemistry is. At The Turner, Teach

¹⁹ <http://www.ttclustars.com/about/>

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Like A Champion style 'do-nows' at the beginning of each lesson with embed the subject definitions; namely – in the broadest terms – that in Biology we learn about living things; in Physics we study forces, and in Chemistry materials and how things mix together. By ensuring subject domain definitions are understood it becomes much easier for pupils to build and retain the learning as it is easily and unconsciously classified.

Languages

Pupils will study a range of European languages, along with tasting Latin (to expose everyone to common word roots) in engaging Classics4All lessons. If possible, in-line with actual funding and staffing, we may also offer Greek. Disadvantaged pupils, especially white working class children – and boys in particular – struggle with MFL²⁰ and this is one of the reasons that EBacc attainment is low in areas of deprivation. However, at The Turner we will do four things to transform facility and attainment in MFL. These are:

- 1) Purpose – we will change the attitudes of the young to learning languages by showing them the opportunities having another working language opens up. For example, at Holiday Extras, an important employer based in Folkestone, where one can hear French, Italian, Dutch and German spoken every day, and staff have a German language club at lunchtime for pleasure. Holiday Extras has agreed to support The Turner's language initiatives; visits to their cool offices overlooking the sea, and hearing about their exciting working trips to the Munich office, will help our pupils feel the purpose of learning another language. Other local employers are supportive of similar partnerships in relation to developing the language skills of our pupils with a view to enabling apprenticeships and graduate employment, including Eurotunnel and EDF as previously mentioned.
- 2) Technology – we will use readily available programmes on iPods to make language learning easy, effective and engaging. iPod language 'labs' are how independent schools achieve the results they do.²¹ This is much cheaper than conventional language labs, and is popular with boys in particular. It is effective with girls too – who report often feeling embarrassed trying to talk in the target language in front of their peers. The iPod technology allows a feeling of private learning, and recording and playback to refine pronunciation.

²⁰ V. Murphy (Oxford University), in *Continuum Companion to Second Language Acquisition*, Bloomsbury Publishing, 2010

²¹ Our CEO has taught at nearby King's Canterbury, for example, where this is the technique used.

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- 3) Trips – cohort cohesion and character building trips will take place in France. This will include trips to the GB training rowing lake near Calais, treetop adventures, sailing, camping and orienteering in the baie de la Somme region. The trips will run on a ‘French only’ basis where between 9 and 4 each day French is the only language that can be used.
- 4) Use – fish and chip Fridays, which are popular with pupils, will be ‘Poisson et Frites Vendredi’ at The Turner, and pupils will have to learn to ask for their lunch in French to receive it on Fridays (catering staff will be trained to respond appropriately). Depending on available staff and resources, we also aim to run clubs using languages – and this is under consideration.

Humanities

In the humanities, pupils will learn ancient and British history, taught in chronological order from the first cities in the ancient Near East, where the first laws, written stories, lending library, agriculture, coinage, art for arts sake, musical ensembles and so on, emerged. Moving through Egypt and Greece to the Roman Empire, the curriculum will move into British History, with depth studies on the Norman conquest, the rule of law, restraints of royal power, the industrial revolution and Empire. Chronology will be treated as the grammar of History. Pupils will be able to explain that in History they learn about the past, and that while world history is extensive, formal History as a subject begins with written records.

In Geography physical geography will be emphasised in all topics, as the foundation of the subject, and all pupils will understand that geography is the study of the surface of our planet, the Earth, and the things on it. In addition to improving understanding and attainment in the subject because pupils can visualise the connectedness of environmental and human geographical topics, this approach will reap rewards in other subjects. Pupils will know without needing to think about (i.e. with the speed that they can recall number manipulations in Maths), where the various countries at war in History were, why it is fascinating how Buddhism began in India with Siddhartha Gautama but spread, via the spice and silk trade routes, to Afghanistan and to China, or how it was extraordinary that ██████████ was creating life-like portraits at the same time as the artists of Benin but on the other side of the world, and so on.

The belief systems of the world religions will be studied, while in the arts pupils will be introduced to the best that has been created and composed, and taught how to talk about, identify, sequence and critique great works of art and music from around the world – as well as to create and perform themselves, inspired by the global canon.

In this way, by the end of KS 3 The Turner’s pupils will be able do what ██████████ envisaged in his description of ‘true education’; “Education must enable one to sift and weight evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.”

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D1.4: Key Stage Four Curriculum

A pillar of The Turner's mission is that every pupil will take 8 - 10 academic GCSEs and qualify for the EBacc. In Year 9 all pupils will select their GCSE options from blocks of choices. These have been based on effective combinations from Pimlico Academy and those at the West London Free School. In summer 2016, 76% of WLFS pupils achieved at least 5 A*-C grades including English and Maths, and 37% of grades awarded to pupils were A/A*.²²

Please note that the languages options listed below are for modelling of blocking examples only, as further research is required on which languages beyond French will be most relevant for local employers, but all qualify for the EBacc after 2018 in needed during the pre-opening phase. It is also our intention to offer a south-east Asian language, and to develop the Classics4All sessions into a specific ancient Language GCSE, specifically Latin, but possibly Greek, given its link to modern languages such as Hungarian (cohort dependent). This is an initiative for which we have support from CfA, the Classics for All foundation, who will provide teachers and/or train teachers if necessary as well as offer financial assistance.²³

The subject blocks are likely to be as follows:

Core	Humanities (pupils pick one)	Languages (pupils pick one)	Options (pupils pick 2)
English Language	Geography	French	Art
English Literature	History	German	Classical civilisation
Maths		Spanish	Classical Greek
Further maths*		Latin	Computer science
Biology*		Classical Greek	French
Chemistry*			Geography
Physics*			German
			History
			Latin
			Music
			PE
			Religious education

*Further maths will be offered as an option to stretch the most able pupils in mathematics. The five hours timetabled to maths will ensure there is adequate time to complete the two qualifications. It also means there will be time to support slower

²² [http://www.wlfs.org/docs/2015-2016 Results Summary external press release .pdf](http://www.wlfs.org/docs/2015-2016_Results_Summary_external_press_release_.pdf)

²³ CfA letter of support in Annex

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learners. Similarly in science, pupils will either take triple science at GCSE or double science depending on their aptitude for the subject. There will be the options to pursue triple science, Further Maths GCSE as well as the EPQ, meaning that the most able pupils could achieve 11 academic GCSEs, like peers in private and grammar schools. Beyond formal lesson time there will also be the option of studying an additional language to GCSE standard, and this is where we expect pupils with EAL profiles to engage particularly with the extension offer.

The structure of the GCSE option blocks ensures that every pupil will be able to qualify for the EBacc. This structure also ensures a breadth of academic subjects will be taken, which will give pupils the best foundation for selecting A-levels, and university entrance. For those pupils who demonstrate severe cognitive impairment, individual action plans will be developed (detailed below). However, it is a fundamental principle of our educational vision that, regardless of background or ability, all pupils will select a combination of EBacc eligible subjects. RE will not be included in the humanities block (it will be incorporated as an option instead) but The Turner will deliver statutory religious education at KS4 in the form of SMSC sessions once per fortnight, rotating across the mainstream timetable.

The intention is that the vast majority of pupils will study the core curriculum and pursue between 8 and 10 GCSEs. Despite our inclusive practice we anticipate that a small minority will struggle nonetheless, and we will lighten their cognitive and workload by reducing their range of subjects back. This will also free up additional periods in which they can pursue their chosen courses at a slower pace and with additional teaching support. Working with the families we will determine the correct balance between enabling subjects for further education and employment, and those that pupils most enjoy. As at Pimlico Academy we believe achieving a GCSE in History or French with a grade below C/5 has still imparted valuable knowledge and skills and in cases like these the pupil's pleasure in learning will take priority over meeting the school's headline targets.

The well-regarded EPQ will be offered consistent with our plan to improve access for more disadvantaged Folkestone young to higher education. It is compulsory at KS4 & 5 to give pupils either a more relaxed timeframe in which to develop it, or to allow the able to undertake a second area of investigation.

The only changes to our delivery approach at KS 4, building on practice at KS 3, will be deploying language assistantes to support MFL lessons and to join in the daily Family Dining sessions (thanks to Stewart Ross of Canterbury Christ Church and ICES university in France we have a starting-point for access to a supply of French assistants). In short, provision will continue to be non-setted and non-streamed, consistent with our commitment to equity of opportunity for all, increasing toleration and cohesion. As at King Solomon, this practice will continue to increase motivation for

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personal, as well as collective success.

D1.5: Key Stage Five Curriculum

The Turner's Post 16 provision will have two prongs of provision: preparing students for admission to good universities, and preparing students for the world of work delivering a combination of knowledge, skills and experience to facilitate direct employment at 18 in roles making use of language and English and Maths skills, or in readiness for degree apprenticeships according to regional skills shortages. In the main, our teaching style will be designed to ease the transition to the post-school environment, through formats common in universities at FE centres, such as seminars and lectures. As previously noted, the technical/apprenticeship route will be delivered in partnership with East Kent College.

Our inclusive and enabling approach will continue at KS 5. It is expected that students will have six lessons worth, continuing with the main school timing of 50 minutes each of timetabled activity per course per week. Depending on the subject and route, these will be divided into tutorials, seminars, lectures, practical investigations, employer visits/apprentice work and supervised study. These plans will be fully developed during pre and post opening in dedicated consultation with universities, East Kent College and the local employers – particularly Eurotunnel, EDF and Holiday Extras.

As set out in Section C we are endeavouring to achieve 70% of The Turner's pupils to secure university admission. Therefore, 70% of the cohort will need to pursue at least two A-levels in facilitating subjects. While it is not necessary for pupils to study only facilitating subjects if they are to attend university, many courses will require pupils to have studied at least one, with some subjects and/or universities requiring three. The Turner will offer predominantly facilitating subjects, therefore, in order to give every pupil the greatest range of options beyond A-levels. In addition to continuing our languages emphasis, The Turner will provide the option of freely studying Maths beyond 16 currently lacking in Shepway, and pupils pursuing apprenticeships will be encouraged to continue with Maths for their lifelong benefit. Alternative qualifications will be agreed under consultation with local employers and apprenticeship partner East Kent College.

D1.6: Structure of the school day and week

At the Turner pupils will be regularly reminded that the purpose of school is to learn; specifically to learn [REDACTED]²⁴, things that they could not teach themselves, and which it is better to learn in a group. This is the 'standing on the

²⁴ Op cit.

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shoulders of giants' concept, of learning from the best that has been thought and known, and collectively to progress further thereafter. Analogies associated with the concept of 'the climb', therefore, will be prominent, with the school pastoral Houses named after the world's great mountains – including Everest where a significant minority of the cohort's families will originate.

The school language, decoration and design of the school day are intended to reinforce the Trust's consistent school rule (used in primary and secondary settings); namely: *We Come to School to Learn*. Kipp style 'Climbing the Mountain to University' and '100% effort for 100% reward' banners will be highly visible to ensure that the school is not a place of authoritarian rules, but one where the everything has a purpose, related to our vision for the children. The school's mission must make sense to the pupils and matter to them, and registration times, lunch conversations and some assemblies will be given to explaining these things.

The day will consist of seven lessons, each of 50 minutes, which is significantly longer than the average secondary school day, which tends to be 6 periods long. Many schools in Kent end at 13.30 on Friday afternoons, in addition, further reducing the learning opportunities for children. The Turner model gives pupils just over four hours additional learning time each week, and approximately 5.5 hours more than peers in many of Kent's schools; an important factor in the school being able to achieve its true education vision. The formal day will be 9.00-4.30 Monday to Friday, with sport, study and breakfast clubs from 8.15 am Monday to Friday. Lessons will start at 9.10 am, based on the research about teenage development benefitting from a later school start, and because this later than conventional start will support better attendance. In addition, this timing will allow academic staff to engage in 'Practice Perfect' Doug Lemov style Teach Like A Champion sessions two mornings a week between 8.15 and 9.00, and curriculum content seminars/workshops on two other mornings per week. Staff will all be able to enjoy a slightly later start at 9.00am on Fridays if they wish, though sport, study and breakfast sessions for pupils will remain available on a Friday, staffed by PE staff and TAs.

Period 1 will be immediately after Registration, as evidence from other schools shows that it supports prompt attendance for pupils to realise learning gets going right away. Many schools waste the time when young people are most alert on activities that take the least concentration, and that pupils don't feel to be essential. Healthy snacks and water will be made freely available to pupils at the morning break, and they will be encouraged to visit the library to change books at this time rather than to loiter outside. Pupils will be told how every minute of learning counts, and the school day will model this; every feature of the school day will have an educational purpose; working on the premise that socialisation will happen outside school time, but that learning is less likely to. Learning from [REDACTED] the lunch break will be short – consisting essentially only of Family Dining and time for privacy breaks. There will be no long lunch 'play time' as such, after which it is difficult to get pupils settled down to

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study again, and during which cliques and rivalries can form. In addition, other Folkestone schools report that in adverse weather (which can be frequent given the coastal location), behaviour deteriorates significantly at lunch play, and a minority of pupils use the excuse of getting wet to try to leave school.

Assembly will take place at the end of the day when pupils are tired and find classroom concentration trickier. These will begin with a mindfulness session to enable pupils to embed the day's learning into long-term memory. There will be a short pastoral session in forms after Assembly, prior to the commencement of optional enrichment, so that staff can be sure pupils are going home clear about the day's allocated reading/homework. Furthermore, any pastoral matters that have arisen during the day can be aired and resolved at that time. We expect that the majority of pupils will remain on site until 5.15pm when the optional enrichment activities end.

There will never be more than two lessons in a row, as studies show it is difficult for anyone to maintain concentration over that length of time²⁵, and the day also has a consistent pattern of 2, 2 and 2. This lends itself well to the timetabling of double-lessons, enabling the pursuit of depth without compromise to breadth. In addition, conduct will have a good base-line in such a model because the need to move around the building is halved. Vital minutes of learning time are saved also. Classes in KS3 and KS4 will be for 30 children, as the evidence from high performing jurisdictions shows that it is the quality of teaching and of feedback, rather than the size of classes, which most impacts outcomes.

Outline of the school day/week:

1. Pre-school optional sport (specific sports/fitness options tbc) or supervised study, followed by breakfast (including a protein option i.e. eggs) from 8.15-9.00am.
2. School day for all pupils begins at 9.00am.
3. Registration between 9 and 9.10am.
4. 50-minute lessons commence after registration.
5. Morning break of 15 minutes, with fruit, water and nutritious wraps provided.
6. Lunch time of 35 minutes (Family dining, in Houses, with academic subject and planned pastoral conversations led by teaching staff and House prefect per table)
7. Assemblies (x 3 days per week, with personal reading one x1 day, and prefect meeting or teacher 'read-aloud' classic text sessions on x1 day).
8. Short pastoral/form session at the end of the formal day.
9. Enrichment activities running at the end of the school day (4.30pm-5.15pm).

²⁵ A range of the research is summarised and cited here:
https://www.researchgate.net/post/what_is_the_average_attention_span_of_a_teenager

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D1.7: Meeting all needs

The school's resources, in the broadest sense, will be devoted to social justice – in the form of closing gaps between those at disadvantage and others. The curricular principles set out above will ensure that while gaps are closed, the able are appropriately motivated also.

Pupil Premium funds will be focused on continually improving the quality of teaching, as the EEF and its tool-kit demonstrate that teaching is the single most important factor in pupil success. Accordingly, the school day will be planned to enable the continuous (and engaging) development of teaching via pre-lesson seminars, triads and practice perfect sessions (more on this under The School Day').

Teaching Assistants will all be graduates, and via Premier Pathways will qualify as teachers during their first two years with us. This is one of the ways that Pupil Premium funds will be deployed – to enable the school to engage high quality graduate TAs, to facilitate smaller groups within class and to oversee whole class Core Knowledge style read-aloud sessions during which time the more expert teachers can manage interventions. In addition, Pupil Premium funds will support the sport, study (preparation) and breakfast morning sessions which mean all learners can start the day energised, fuelled and prepared.

Pupils with SEN and disabilities will be supported by all staff, with this support led by the SENDCo in accordance with a high quality SEND policy which will be based on the outstanding policy and processes developed by our [REDACTED]. All staff will be aware of the procedure for flagging a child who they believe might have an unidentified SEN, at which point the SENDCo will respond appropriately to begin internal assessment. For children who join the school with an identified SEND, there will be a robust information-sharing process in place to ensure that all staff are best prepared to meet that child's needs.

At the Turner pupils with SEND will be supported not only according to the standards of their individual EHC plans but by regular independent review from [REDACTED] and his SEN colleagues at LLS (as explained in our academy sponsor application). These independent assessments of progress (every 12 months at least), will ensure that is always an appropriate combination of challenge and support in practice. In addition, the local experts working under [REDACTED] nearby to Pent Valley on the Park Farm site (the merged Foxwood and Highview), including NHS, Social and therapeutic services on site, will offer The Turner's statemented and at-risk children additional in-school support. The proximity of this Outstanding provision, and our good relationship with the Executive Principal, will provide additional capacity during the early years of the school when we are small, and additional expertise in the later years once we are fully established.

Looked After children will have individualised support, including individual education

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plans (IEPs) co-ordinated by the SENDCo. This support will abide by all statutory requirements and best practice guidance, including around external reporting. The Turner will take a lead role in the team around the child, participating whole-heartedly in multi-agency processes. In order to ensure that our support is enabling all pupils to succeed, we will monitor the progress and attainment of Looked After pupils as a cohort, as well as individuals, and put suitable interventions in place where outcomes do not meet our aspirational standards for all pupils.

Pupils with EAL and those requiring literacy intervention will find the Turner to be a nourishing learning environment. As described above, our curriculum will provide constant opportunities to deepen understanding of language and to use it in a variety of contexts. Where targeted support is required, the SENDCo will lead on ensuring that appropriate interventions are put in place and tailored to the needs of the individual. For example, a pupil who joins the school without having achieved a Level 4 in English at the end of KS2 might be subject to additional Read Write Inc teaching.

In line with our ethos, we will approach EAL as strength, not just a challenge. Wherever possible, we will enable pupils to accredit their linguistic knowledge by providing the opportunity to enter relevant external examinations. For some, this will be possible through accelerated learning within the existing MFL framework which is available for all pupils. For others, this may involve providing specialist teaching or support in accessing external provision in curriculum time, where this can be achieved without risk to the core curriculum.

Gifted and talented pupils will be identified as those who show a consistent high ability in one or more curriculum areas and require additional stretch and challenge in order to achieve their full potential. As at King Solomon, these pupils will be coached to be peer mentors, and via partnership with the Canterbury based Institute for Research in Schools (founded by proposed local [REDACTED]), the able will be involved in student-led original research projects. The support for these pupils will be led by one of the Assistant Principals, who we expect to have a PhD themselves and thus first-hand experience of primary research.

D1.8: Successful transition

Transition from primary

The Turner will work closely with all the primaries that send children to the School; with as much attention given to primary schools beyond the Turner Schools trust in the locale – so that access and opportunity is open and equal in the service of the school's inclusive, social justice mission. In the first two years liaison with primary schools will be done by the Trust's Community & Project Manager and the primary Families Liaison Officers in the first instance, and with group meetings attended by the [REDACTED] and The Turner Principal. Able children will be met by the Head of Year 7, while the SENDCo will work closely with vulnerable children at transition and as they move up the school. The Executive Headteacher of our first two primary schools is an SEN

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

specialist whose support will be invaluable during transition. In the third year a member of staff will take on a responsibility for transition, and their role will be to visit primary schools, meet incoming pupils and then support the most vulnerable throughout Year 7. This support will take the form of mentor meetings or, more informally, observation and support in classes once a fortnight, depending on the needs of the pupils.

There will be a transition day held late in the summer term on which all future Year 7 pupils will visit the School for the afternoon, take part in two classes and meet their form groups and tutors. This will be immediately followed by an information evening for their parents, to introduce them to the School and to their children's tutors ahead of their formal entry in September. Independent baseline testing will be done at this time, so school staff have the summer to compare primary reporting with the fresh testing (CAT or MidYis), and plan on an individual pupil and small group basis differentiation for their classes in the year ahead. Curriculum based assessments early in Year 7 will consider summer learning loss and provide subject specific knowledge audits. Year 7 pupils will start their first term two days early, so that they can familiarise themselves with the premises, procedures and expectations before other pupils return. These first days will centre on team-building so that pupils can get to know their peers in an informal environment and meet teachers outside the classroom. Year 7 pupils who are vulnerable, or who have specific educational needs, will be invited to visit us as much as they need to during the summer term prior to their first term. Pairing with a late Year 7 buddy at this time will provide them with a personal guide for the first year, and the buddy will have a duty to make contact at least once with the new pupil during the summer (by writing a postcard that the school will deliver). Where possible buddies will be matched from primary schools or street addresses in common.

Post-16 transition

In Year 10, pupils will undertake a week of work experience, preceded by a sequence of PSHCE lessons on writing a CV, how to interview well and professionalism in the workplace. This will be complemented by a series of careers talks given by parents, members of the local community and external speakers. For those pupils who decide not to stay on for the sixth form, the School will provide support in their search for other Post 16 providers that are appropriate to the pupil's wishes, interests and skills. That said, given the paucity of choice offer locally we anticipate the only pupils who would choose to leave us being those seeking careers in care or low-skilled pathways.

In Year 11, we will hold a post-16 options evening for pupils and parents and invite representatives from other sixth forms and universities, including Cambridge, to inform pupils about the different pathways available to them beyond The Turner.

University preparation and other post-18 pathways

This will begin, at its broadest, in Year 7 via the schools' motivational banners and purpose language. It will begin earlier for pupils in the Turner Schools primaries

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

consistent with the research that attending university is an ambition that needs to be set by the age of 10. It is one of the Turner's four pillars that university entrance is an accessible choice for our pupils through the education and aspiration we give them. Our aim is that university entrance from The Turner will exceed the national average in the percentage range of the high 50s, but furthermore we would like to match that of grammar schools where university admission averages as approximately 70% of the Year 13 population. In order to help our pupils take the relevant steps towards achieving university admission, we will have a directed programme for applying to university, summarised below.

Choosing the right universities to apply to:

Pupils joining from the Trust's primary schools will have been exposed to universities from their first days in school, with classes named Oxford, Cambridge, and so on (as we did at Pimlico Primary Free School), and annual visits to university too. From Year 9 at The Turner a range of speakers will visit exposing pupils to a broad range of 1994 and Russell Group universities. The outreach leads taking these sessions will share thoughts on 'fit' with our pupils, ranging from costs of living, to population mix, required grades, employment prospects and salaries secured on graduation as well as the usual course explanations and tasters. The school's own staff will also represent a range of these universities and each staff member will be responsible for taking a group of students to their Alma Mater once each year. This is one of the ways our generous trips budget will be deployed. Jesus College Cambridge's residential trip for children in deprivation will also be used to give pupils a sense of the whole university experience. The relationship between the college and one of the Trust's Members (a college Trustee) means our pupils will benefit from this even though Jesus is usually focused on outreach to pupils at disadvantage in Westminster.

Preparing for a university application:

From Year 11, students will begin researching different university courses. By the spring term of Year 12 students will be ready for introduction to the UCAS application process and have the opportunity to explore university prospectuses. At this point discussions about initial plans can be undertaken with tutors, or the AP with university responsibility. In the summer term of Year 12 students will be supported in attending formal open days. Students in Year 13 will be given milestone markers to ensure a complete UCAS application well before the deadlines in October and December. Experience from Pimlico Academy shows this scaffolding of applications is the key to getting them done well and mirrors practice in the independent sector (ie starting early).

Oxbridge entry:

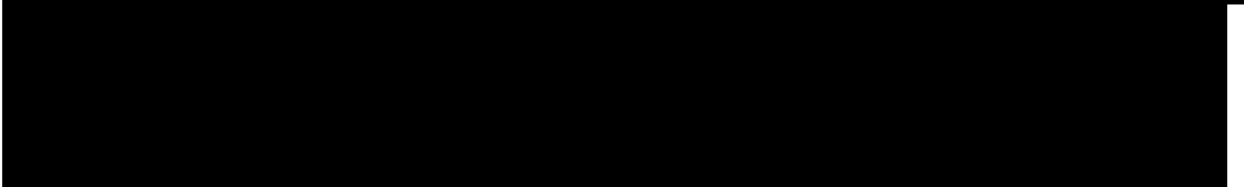

The Turner will have an Oxbridge Coordinator who will be responsible for preparing students for applications to Oxford, Cambridge and other world-class universities, including the US Ivy League. It is expected that this role will be performed by one of

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

the CfA teachers, again, as is the case at Pimlico Academy. Unlike at other schools, however, the richness of the The Turner's curriculum will mean that these pupils will already have the cultural capital underpinning successful interviews. The Oxbridge Coordinator can focus on contemporary events and course specific reading with the applicants, therefore. Similarly, our Family Dining sessions will mean that by the time of university (or employment) interviews The Turner's pupils will be comfortable to converse and debate with adults in good spoken English, whereas in many comprehensive intake schools, cohorts at disadvantage have to be coached in academic conversation. (At Pimlico Academy, while we achieved good university admission, including occasional Oxbridge places and one full scholarship to Princeton, feedback from Oxbridge interviews consistently described weaknesses in conversational fluency and skill. Family dining did not take place at Pimlico because of a small dining area, and the structure of the school day.)

Apprenticeship and direct employment options:

We will work as tirelessly on employment and skilled/professional apprenticeships for the 30% of our cohort preferring not to pursue university, through the planned partnerships with Eurotunnel, EDF and East Kent College, the major regional FE provider. Once established – and if the population continues to expand as



D1.9: Pastoral and enrichment

School Houses:

Consistent with the purpose of the school, to transform lives through great education, teaching the value of hard work, and raising aspirations towards professional employment or university, the student body and staff will be divided into four pastoral 'Houses'. These will be used to organise the Family dining sessions, where manners and character will be developed as well as cultural literacy and conversation (as at Dixon's Trinity in Bradford). The Houses will also be used to direct competition in Sport and Academia and to make everyone a winner through their House, if not individually. Houses will be named after four of the great mountains of the world – emphasising the school's messages, but also enhancing geographical knowledge and supporting toleration of other races and nations through exposure. Houses Everest and Ben Nevis will achieve this between the white British and Nepalese pupils, for example. Mont Blanc will refer to our proximity to France and mainland Europe, while Kilimanjaro will include the continent of Africa, from which human life is thought to have evolved.

Enrichment activities:

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

These after-school activities will include musical ensembles, groups pursuing sporting excellence, and curricular enhancement, including coding club, enterprise club, chess club, debating, dance and cookery. Enterprise club will be delivered either by the Ahead Partnership (working in Ebbsfleet at present and interested to work further south), or with the Youth Chamber (letter of support in Annex), subsidised – we think – by our employer partners. This model is one in operation of Pimlico Academy. The other clubs will be staffed by teachers, on a one club each per week contracted basis.

In-class enrichment will take the form of visiting teaching from those in professional employment, demonstrating the professional and commercial applications of school subjects. These sessions will be free of charge to the school, provided as part of CSR by local employers beyond those in our formal education and training partnerships.

All pupils will have the opportunity, should they so wish, to perform in or support an annual school production of one of Shakespeare's plays.

Trips and outward-bound events will enrich the curriculum, increase cohort cohesion, and develop the resilience aspects of 'character'. The Turner plans to run one overnight stay per year group each school year. Given our commitment to building toleration, knowledge of the world as well as character, rather than using the outward-bound centre in Ashford that most school providers in East Kent access, The Turner pupils will stay over night camping near the beach between Calais and Boulogne. This annual trip will provide many opportunities for the children: to use their languages, to see local transport and logistics employers in action, to see places studied in Geography and History at first-hand, and to bond as a cohort through tent raising, and team adventure activities.

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

D2.1: Baseline Assessment

All pupils will be baselined using CATs or MidYis and reading age assessments during their induction visit late in the summer term before they join the school (see D1 above). This data will then be combined with the KS2 information passed up from primary schools. Staff will then be able to use this data over the summer to plan ahead on a class, small group and individual basis to ensure that appropriate differentiation is in place from the first day of school and the needs of pupils, including those with SEND and EAL, are met. A staff summer training institute in late August will enable leadership to audit that every child expected has been deeply planned for.

D2.2: Assessment and Tracking

Assessment in KS3 and KS4 at the Turner will be based around the new 9-1 descriptors that will be in place at GCSE level by 2019, but scaffolded according to subject knowledge.²⁶ Within subjects SOLO taxonomy underpins complexity and progression of assessment tasks. All internal assessments will have recall activities followed by deployment exercises. The formal assessment cycle will follow these steps a minimum of twice per year (with informal quizzes and tasks deployed on an on-going basis):

Setting initial targets: all pupils will be given targets based on making at least four levels of progress between KS2 and KS4. Those pupils identified as high achieving from their baseline assessments and KS2 data will be given targets based on making at least five levels of progress, in order to ensure that these pupils are challenged rather than coasting.

Staff will be able to modify a target upwards at each assessment; teachers will decide on suitable targets that will then be modified through departmental moderation. A pupil whose attainment equals or exceeds their target must receive an increased target.

Assessment and data collection: The Turner will put in place an assessment policy that lays out the expectations around assessment and data collection in each subject and each year. Assessments will include both formal written tasks and diverse teacher assessed activities, with defined grade boundaries. Departments will have centralised databases of assessment, enabling comparative judgement university adjudication style, which will determine each pupil's overall grade for purposes of tracking progress

²⁶ <https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1>

The specific system we will deploy is indebted to that developed by our CEO with colleagues at Pimlico Academy over several years, and known there as 'The Pimlico Principle'. It was presented, alongside Prof Rob Coe at the last IAA Annual conference and was well-received by the audience, as well as by former HMI and education advisor to the RSC SESL Peter Gale, who has observed it in use at Pimlico Academy.

D2 – measuring pupil performance effectively and setting challenging targets

and setting targets. The Head of Department will be responsible for ensuring that all data for their department is robust, but also that it is practice to:

- deliver feedback lessons regularly as part of every scheme of work
- compare work at a range of grades across departments
- moderate grade boundaries across classes
- compare classes of similar abilities (from baseline)
- provide support and guidance to new staff and NQTs to ensure that feedback and marking procedures are carried out effectively at all times
- conduct pupil voice exercises, and parent review, to be sure that systems are working for students and making sense, plus providing next steps guidance to parents

Once moderation is complete the overall grade will be entered into the MIS by staff, along with any changes to the pre-agreed targets, the effort grade, any key issues and the predicted end of key stage grade. Attainment, effort and target grades will be communicated to pupils, who will be able to state what they need to do to improve or to address weaknesses in their learning.

Where further individual intervention is required, either because a pupil is struggling or because they require further challenge, this will be noted by the Head of Department, who will involve other staff such as the SENDCo, as required, to put these interventions in place. Heads of Department will also be responsible for working with the Data Manager to ensure that where class, cohort or other group intervention is required, this is identified and put in place.

D2.3: Achieving Targets

The Turner's approach to setting and achieving targets is based on combining effective practice from Pimlico Academy, Lampton Academy and the West London Free School.

Below are the key performance indicators and targets for the School as it develops.

Academic indicators:

- 90% of pupils will gain five GCSEs at grades A* to C (including Maths and English)
- 80% of pupils will achieve the EBacc

Destination indicators:

- At least 70% of sixth form students will do at least two facilitating A-level subjects

D2 – measuring pupil performance effectively and setting challenging targets

- 90% of A-level students will go to university, of which half will attend a Russell Group university
- No student leaving either KS4 or KS5 will go on to be NEET, i.e. 100% of students will move into higher or further education, training or employment.

Social justice indicators:

- Based on their starting points when entering The Turner, both disadvantaged and more affluent pupils will make at least expected progress in English and Maths
- There will be no gap between the proportions of disadvantaged and more affluent pupils achieving five GCSEs at A*-C including maths and English, where those pupils have attended the school since Year 7

Attendance:

- Overall attendance levels will exceed national averages for secondary schools (currently 95.4%)²⁷
- Unauthorised absence levels will be better than national averages for secondary schools (currently 98.9%)²⁸

The Turner will operate according to a robust attendance policy which outlines our high expectations, which will be communicated to parents and pupils when they join the school. The attendance officer (+ Trust Community Manager/Primary FLOs) will support the SLT to monitor attendance and to deploy Welfare Officers as required. The Turner will only authorise absence in extreme circumstances and will ensure that our whole school community understands the impact that poor attendance has on learning and the achievement of personal goals.

Behaviour:

- We aim that there are no reported incidences of bullying, cyber-bullying or abuse at the Turner. Pupil and parent exit surveys at progress evenings will help us keep track of this, and we will also see it reflected in the transition choices parents in our feeder primaries.
- Unlike other Folkestone secondary schools, The Turner's ethos, culture and behaviour systems driven by motivation and purpose rather than punitive sanction will result in the lowest short-term exclusions rate in the town.

²⁷ <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-term-2015>

²⁸ Supra

D2 – measuring pupil performance effectively and setting challenging targets

In more detail, the school's approach to reward and sanction will reflect, directly, the research of Daniel Pink on motivation.²⁹ Learning from positive impact on conduct of the application of Pink's work at Dixon's Trinity in Bradford, rather than detentions pupils will receive corrections, and will have reconciliation sessions either with their House or a member of staff (with a neutral party in attendance) depending on the infringement. Similarly rewards will be intrinsic as far as possible, but from time to time additional collective rewards (such as special lunches, or trips), will be provided. This will contrast our practice dramatically with other schools in the region, and will contribute to the school's reputation for great pastoral care. The school will be disciplined, but with purpose and – as per our practice model – reflecting 'heart'.

Other:

- The school will achieve an Ofsted inspection judgement of Outstanding at its first Section 5 inspection.
- It will become the destination of choice in Folkestone, as evidenced by the development of waiting lists and requests for transfers in from the Folkestone grammar schools.
- Our high-skilled technical pathway, enabling employment in the major employers locally that value French and other modern languages, will develop such demand that within 10 years a UTC develops from our practice and partnerships.

Whilst some of these targets are fixed (we will always, for example, aim to achieve the best possible Ofsted grading), others, specifically the academic targets, will require annual review to ensure that the specific measures and targets which we use continue to reflect our mission, as laid out in section C. This review process will involve a series of benchmarking exercises, including against national, Local Authority, and local attainment, as well as against schools with similar cohorts. The Turner will be the Trust's first secondary school, but if one or more further secondary schools are established we will also conduct internal Trust benchmarking. As part of the Shepway Teaching Schools Alliance the school will also be open, regularly, to independent critically supportive review from local leaders. We will bear in mind national priorities as these change where they are relevant to our educational vision when reviewing our targets, and the LGB as well as the Trust board and [REDACTED] will each play a part in this on-going review so that there is never a complacent culture.

D2.4: Use of Data

The Turner will employ a full time Data Manager from the fourth year of establishment

²⁹ D. Pink, *Drive: The Surprising Truth About What Motivates Us* (2011).

D2 – measuring pupil performance effectively and setting challenging targets

(see sections D2 and G below). Until that time this role will be performed at Trust level, which will be possible with only two (possibly three) 1FE primaries open, and the school not yet at steady-state. The Data Manager (Trust, then internal), will provide crucial support to the teaching staff by maintaining the management information system (planned to be the new SIMS which the Trust is already piloting in one of its primaries), ensuring that all internal and external reporting is compliant with agreed procedures, identifying underachievement in individuals or cohorts and communicating this to appropriate colleagues, and otherwise briefing staff, governors, the central Trust team; as well as other stakeholders as appropriate, about school and pupil data.

This data will have multiple uses which are described throughout this section, including feeding into teacher performance management and reporting to parents (more detail on both below).

D2.5: Quality of Teaching

Teacher training:

All teachers and other staff who are engaged with teaching will receive a full programme of induction on joining The Turner. This induction will equip them with the knowledge and methodology they need to deliver our curriculum and ethos from the first day of term.

Furthermore, as soon as it is viable to do so, i.e. once the Trust can offer trainees the opportunity to teach across two Key Stages, we will engage in the training of new teachers. We will do so in a variety of ways, but we will break the stranglehold of Canterbury Christ Church on the region through the Premier Pathways TA2Teacher route with Buckingham University [REDACTED]

[REDACTED]. We will also work with the new MFL specialist SCITT being developed by staff at Dulwich College, Oundle and York University. In addition, it is hoped that by the time The Turner is able to work with trainee teachers that a KS2-3 specialism will be available.

In the longer term, the Trust hopes to see some of its own pupils join the planned Teaching Apprenticeship, which [REDACTED]

[REDACTED] Turner Schools and The Turner plan to be involved in achieving the regional priority of bringing new, and better, teachers to Shepway. In time The Turner will seek Teaching School status in its own right, but will collaborate with the Shepway Teaching Schools Alliance in the first instance.

Teacher development:

As can be seen in section G, we have allocated a generous budget line for professional development for our staff. Our teacher development will have two strands; one a practice perfect strand, making use of TLAC pedagogical and behaviour micro-

D2 – measuring pupil performance effectively and setting challenging targets

coaching via the online and video resources. [REDACTED] so will oversee these sessions until others in the Trust become accredited. The second strand will be subject knowledge enhancement. This will take the form of sessions led by university academics, who will attend because staff from other schools will be invited. We have planned such a session already with Altius and Tenax, to take place at The King's School, Canterbury, on a Saturday morning Princes' Teaching Institute style, with speakers including London HoDs, UCL and Cambridge academics and an exam board lead examiner (the RSC SESL autumn newsletter featured this new initiative). Internal NQT, NQT+1, +2, +3 and so on, bi-weekly seminars will engage and support those newest to the profession and triads co-observing and team-teaching will be deployed as soon as staffing levels are great enough to enable this (likely once KS 4 begins). In the early years the same will be undertaken forming triads with the school's nearby primary colleagues. Simple technology (ipads), will also enable staff to record and review their own teaching, and TLAC before and after sessions will be run in-house at major inset points.

Monitoring the quality of teaching:

The cornerstones of performance management for the Turner's teaching staff will be pupil attainment, pupil progress, pupil attitudes to learning and subject knowledge. As well as analysing data, the SLT and MLT will conduct classroom observations on both an informal and a formal basis. This will be underpinned by an open-door policy. Staff will receive feedback in person and notes on the observation will be recorded. The focus of feedback will always be pinned to pupil understanding as evidenced in their attitudes, answers or written work, and the teacher's progress will be proven by this mapped association.

Where either data or classroom observations indicate that there is cause for concern about the quality of an individual's teaching, the response will be as individualised as a learning intervention would be for a pupil. We recognise that our staff are our greatest assets and will invest to ensure that the individual in question receives appropriate and targeted training or other support to improve their practise.

Although we know from the experience of our team that the majority of problems can be overcome with appropriate intervention, if there is a case in which an individual's teaching does not improve with support then the school will instigate a robust capability procedure, which is in line with national best practice. The effective education of pupils will always be the guiding priority during such procedures. Access to experienced and skilled colleagues via the Shepway Teaching Schools Alliance will provide us with independent professional partners in such circumstances.

D2.6: Parental Reporting

We know that working in partnership with parents can provide an important boost to our

D2 – measuring pupil performance effectively and setting challenging targets

pupils' achievement, attendance and behaviour. Our regular reporting to parents will have two strands:

- Termly effort grade reports, with a snap-shot of attitude to learning score, effort grade and attainment grade will be sent home with a tutor's summary statement. Twice a year more extensive written reports which include overall subject grades, effort indicators, key issues and a mapping out of progress towards targets, i.e. whether the pupil is on track to achieve in line with the targets set for them (see above).
- Bi-Annual parent progress meetings, during which staff will be able to inform pupils and parents of what they need to do to move on to the next stage, including identifying any particular weaknesses and action points, will also be a chance for parents to see their child's work across the range of subjects undertaken.
- Open lesson days will take place three times a year so parents can come to see their children actively learning, try the school meals and observe other year groups to help define aspiration and provide positive models where necessary.

We appreciate that some parents will be more challenging to engage than others. The Turner will communicate from the outset our expectation that parents are partners in their children's learning and will be required to attend meetings and enter into correspondence as required. Depending on the reasons that some parents are difficult to reach, we will use some or all of the following methods to maintain regular contact: different methods of communication, including targeted texts and phone calls, translation services, refreshments or childcare at meetings, engaging parent governors and other governors to assist with reaching out, home visits, open lesson and 'come for lunch' days, concerts, plays, matches and exhibitions. We also benefit from strong relationships with local stakeholders including [REDACTED] co-ordinated out of Cheriton Baptist Church close-by, with the leaders of the Folkestone Nepalese Community, and with primary heads through our own schools and partnerships in the primary sector, all of which provide us with knowledge, understanding and access to families in a range of ways.

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.

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- use space provided below; and

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

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

D3.1: Growing an outstanding staff

The below table shows the growth of the staff team at the Turner from opening in 2018/9 to reaching capacity in 2024/5.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Pupils on roll	120	240	360	480	600	720	840
LEADERSHIP STAFF							
Principal	1	1	1	1	1	1	1
Vice Principal	0	0	0	1	1	1	1
Assistant Principal Academic	1	1	1	1	1	1	1
Assistant Principal Pastoral	0	1	1	1	1	1	1
SENDCo	1	1	1	1	1	1	1
TEACHING STAFF							
Lead Teacher STEM	1	1	1	1	1	1	1
Lead Teacher Humanities	1	1	1	1	1	1	1
Lead Teacher MFL	1	1	1	1	1	1	1
Head of Year	0	2	3	4	5	6	7
Head of Department	0	1	5	7	7	9	9
Mainscale Teachers	1	5	7.5	9.5	16	19.5	26
Unqualified Teachers/TA	1	2	5	7	9	11	12
Sports Coach (term time only)	0.8	2.4	3.2	4	4.8	4.8	4.8
PUPIL SUPPORT STAFF							
Pastoral Support Mentor	0	0	1	2	2	2	2
Languages Assistante (term time only)	0.8	1.6	2.4	4.0	4.8	5.6	5.6

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

STEM Technician	1	1	1	2	2	2	2
School Counsellor (term time only)	0.4	0.4	0.4	0.4	0.8	0.8	0.8
Librarian	0	0	1	1	1	1.5	1.5
School Nurse (term time only)	0.2	0.2	0.4	0.4	0.8	0.8	0.8
OTHER STAFF: Administrators, Premises, Catering							
Premises Assistant	1	1	1	1	1	1	1
ICT Apprentice	1	1	1	1	1	1	1
Receptionist/Attendance (term time only)	0.8	0.8	0.8	0.8	0.8	0.8	0.8
School Secretary/Reprographics	1	1	1	1	1	1	1
Data Manager	0	0	0	1	1	1	1

The staffing (and thus budget) priority is high quality, experienced staff in leadership roles, most importantly in the leading of teaching in the school. Thus, investing in Lead Teachers who can deliver lessons across a range of subjects at KS 3 (STEM, Humanities, several languages) has been prioritised throughout the budget, whereas many schools will have newer, and cheaper teachers in greater numbers. This approach to staffing is consistent with our commitment to achieving the vision of access to the best that has been thought, known and made for all learners and this is based on what is working well at Michaela Community School in Brent.

In the first year of the school the calibre and experience of the Lead Teachers will mean that Heads of Department are not necessary, and nor is a Vice Principal. These roles will be appointed as the school grows in population, but also as it prepares for and enters KS 4.

The staffing plan does not assume conventional TAs. Rather, it favours the deployment of languages assistantes, and unqualified teachers who will come with high quality degrees in the school's curriculum subjects, and whom we hope to continue with us either via the new Teaching Apprentice Standard into Qualified Teachers, or to pursue conventional QTS.

The high number of languages assistantes is consistent with the languages emphasis of the school, both to develop working language skills but also to boost EBacc attainment. The Assistantes will play an important role in providing further staff for lunchtimes, where they will consistently initiate conversation with pupils in target

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

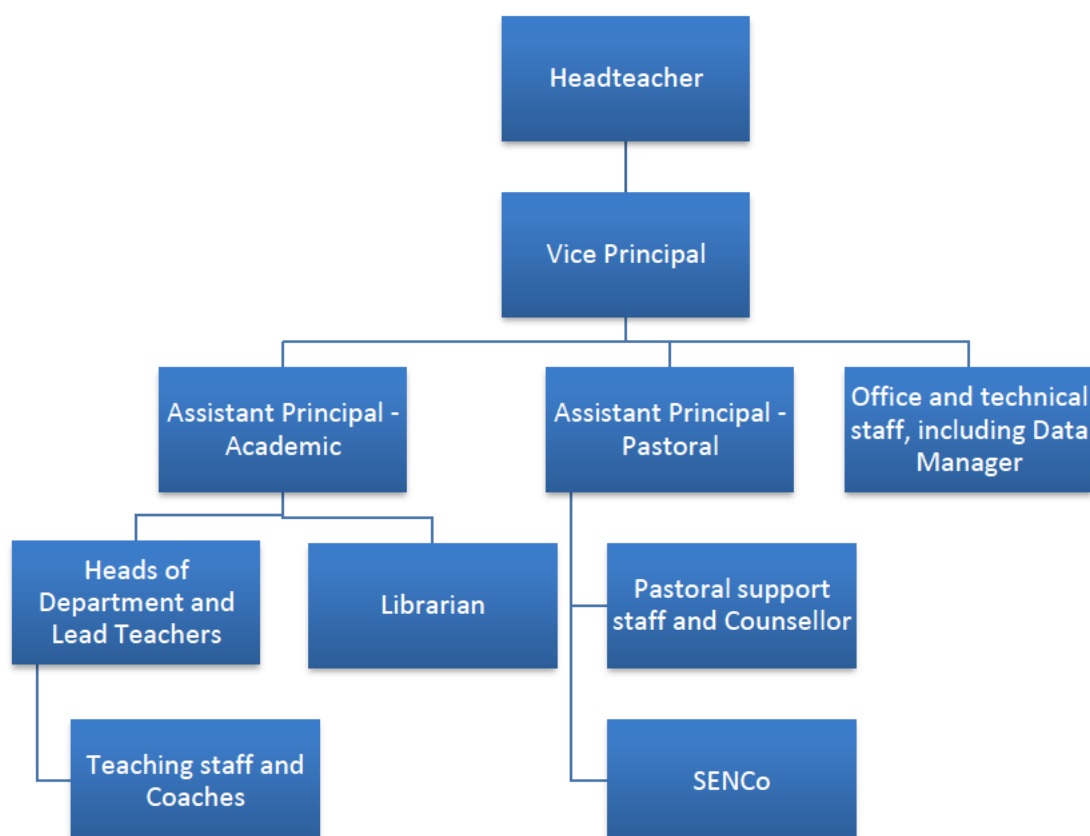
languages. They will also support the directly employed Sports staff in delivering pre and post school sports activities.

Numbers of Sports and subject staff are intended to enable the avoidance of reliance upon supply teaching, and hence this line is low in the attendant budget (see section G).

The staffing structure is informed by that of the successful West London Free School and of Pimlico Academy, both delivering a similarly academically ambitious curriculum to cohorts with pupils at significant disadvantage.

D3.2: Staffing at capacity

The below diagram is an organisational chart for the school at capacity. It shows clear lines of accountability in a simple and robust management structure.



D3.3: Staffing with a reduced budget

To evidence operational validity in a contingency situation, and consistent with the sensitivity analysis element of section G, the following assumption has been modeled: 84 pupils rather than 120 are recruited in Year One, which equates to a 70% scenario.

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

In this scenario income reduces to £717,000 in Year One. A reduction in pupil numbers would carry some natural associated savings, such as in educational and administrative resources, and a reduction in all non-teaching expenditure liability. This would have no impact on the delivery of our education plan, however. Accordingly, we would also expect to make significant savings on the premises costs, as should we be unable to either fill the school or to generate significant rental income from the site, we would not use the entire site and would, therefore, require less maintenance and cleaning and utility usage would decrease.

With such a significant change to pupil numbers and thus funding, we would re-examine our staffing.

The staffing plan can be adjusted to still deliver the ambitious education plan in the following ways:

- Delaying the Appointment of one of the Assistant Principals, and by continuing with 1 rather than 2 Assistant Principals thereafter depending on pupil numbers.
- Delaying the appointment of other members of teaching staff, in line with the expertise of the most exceptional candidates from the recruitment process.
- Maintaining a high teaching loading for the Principal and Lead Teachers.
- Directly employed Sports Coaches would be reduced by 50%, if 90 pupils rather than 120, and beyond that by 1 with Sports provision support provided by the Shepway Sports Trust in place.
- Pupil support/admin would also be rationalised to achieve a balanced budget.
- Making use, beyond transitional work, of staff in the Trust's two nearby primaries, both of which are very highly staffed and could – at the very least – provide suitable PPA cover, in effect at nil cost.
- If need be, contingency allocation could be deployed, but that would be a last resort.
- Finally, the Trust topslice would be reduced back to 6% of core funds (4.5% of all funds) in Year One to achieve a balanced budget while maintaining a surplus of 2%. The topslice would climb back to the 7% approved by the Kent HTB, only tracking recruitment.

Please note that full contingency budgetary modeling has been undertaken and can be found in Section G hereafter.

D3.4: Staffing across the Trust

In the early years the school will rely on the data management lead, the Trust primary schools' families liaison officers and Community and Projects manager, as well as the premises lead of the central Trust team. These key aspects that the school's life will be

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

furnished to it via the topslice. The topslice is comparatively high at 7% of core funds (in the full recruitment model), in line with the direction of the SESL HTB, based on their experience of what works in this region. The centralised model deployed by Turner Schools is underpinned by two further things: first; the geographical proximity of the Trust's schools – all within easy reach of one another in Folkestone, so sharing staff is both efficient and effective with little time wasted on travel. Secondly, on the school-improvement model at OGAT, where central staff enable school staff to be focused almost exclusively on the business of teaching. This is in addition to the challenge and support, fundraising, independent standards audit and CPD, as well as high level finance, HR and operations that will be provided by the Trust.

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

D4.1: Welcoming all pupils

The majority of residents in Shepway identify as Christian (62%), with a significant minority identifying as having no faith (27%).³⁰ As shown in sections C and E, the population is also overwhelmingly white, with a distinct community of Nepalese origin and a small minority of people with other ethnic backgrounds. Within this largely homogenous context, there is significant tension (see sections C and E). It is part of the

³⁰ 2011 Census data

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

Turner's mission to address this tension, thus working to eliminate the racism which is problematic in our community.

As a Trust, Turner Schools is committed to the principle of high quality education as a powerful tool for social justice. In line with this commitment in principle, we are committed to welcoming all pupils and families, from all backgrounds, of all faiths and none, and of all worldviews. Our inclusive approach, married to an ethos rooted in British values, will enable every pupil to feel that the Turner is their school: that they are proud to belong to our community.

D4.2: Preparing pupils for life in modern Britain

PSHE and SMSC

A key way to ensure that all students are prepared for life in modern Britain is through our PSHE curriculum. PSHE will be compulsory for pupils in all key stages, including KS5; all students will spend 1.6 hour per fortnight, rotating through curriculum time, on PSHE sessions which will be designed in line with the PSHE Association's non-statutory programme of work for KS3 and KS4. Initial conversations have been undertaken with the community team in Folkestone, comprised of collaboration between the town's various religious centres, which deliver PSHE sessions using puppets and role-play lessons. As this activity already takes place in the Pent Valley building, the collaborative are keen to continue it there are thus offer sessions to The Turner in exchange for the space to lead sessions with cohorts from other schools (providing there is the space and Turner activity is not compromise). PSHE will also form the core of the schools' delivery of Citizenship, which will contribute both to meeting our Prevent duty (see below) and our duty to promote British values (see section D4.3).

As well as timetabled PHSCE lessons (for the PSHE and SMSC curriculum), KS3 pupils will have discrete Religion and Ethics lessons (see section D1). Religious Studies will be available as an option in both KS4 and KS5, but it will also be incorporated into PSHE sessions from year 10 onwards. These lessons will provide pupils with a foundation of knowledge about the key world religions and philosophical perspectives. They will be encouraged to think curiously, to respect each others' beliefs and the beliefs of people globally, and at the same time to critically examine these beliefs in a supportive environment.

Prevent

The Turner will have an anti-radicalisation policy that addresses the school's duties under the Prevent strategy. We recognise that, although the Folkestone community is not one that immediately presents as at high risk of extremism, and particularly from extreme interpretations of Islam, radicalisation can happen anywhere. We will ensure that our policy and strategy are clear to all staff and will communicate appropriately around these issues to our pupils. Again, we will prepare a high quality policy, in line

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

with the most up to date guidance and best practice, during the pre-opening phase; this will then be regularly reviewed and approved as laid out in our scheme of delegation (see section F2).

Curriculum content

To those who question how learning about the ancient world, physical geography, the canon in art and music, and the history of world religions is relevant to life in modern Britain, The Turner's pupils will be able to silence them. They will explain why capturing Palmyra was important to ISIL, as a rejection of civilisation and learning, and why blowing up the Buddhas of Bamiyan was symbolic to the Taliban, rejecting millennia of international trade, cross-border pilgrimage and communication. There will also have come to understand that beliefs and religions, like the science of evolution in Biology, have adapted over time and have much more in common than contemporary extremists like to recognise.

Safeguarding

Our CEO will build on the experience of putting outstanding safeguarding provision in place at Pimlico Academy to ensure that The Turner keeps pupils safe from the first day of opening. We are aware that our safeguarding arrangements will be quality assured by Ofsted as part of the readiness to open exercise during the pre-opening phase, and welcome this opportunity to ensure that all policies are of a high quality and are up to date with the latest guidance. Once the school is open, our safeguarding policy, along with associated policies such as anti-radicalisation and anti-bullying, will be reviewed on an annual basis.

All staff recruitment will be carried out in accordance with safer recruitment principles, and selected candidates will be required to pass an enhanced DBS check, and continuity of service review, before taking up their position.

The Turner will have a designated Child Protection Officer who will have received the appropriate training to serve as certified DSL, with on-going training and certification updated annually by independent accreditation. The Local Governing Body will have a designated safeguarding lead. A certified DSL will need to be on site, and with off-site groups at all times, meaning more than one will be trained each year. All staff involved in recruitment will be Safer Recruitment trained by the NSPCC on site, also with regular update training.

D4.3: Promoting British values

Turner Schools is committed to promoting the fundamental British values of toleration, rule of law, democracy and individual liberty. At The Turner, these values will not be approached in a tick-box fashion; rather, they will be lived and modelled by every adult every day. Our staff training will include an induction into how to incorporate these values into the everyday life of the school. It will also include training on behaviour management – how to use behaviour infractions as opportunities to talk about right and

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

wrong and the impact our actions have on other people, and on our future.

Our pupils will be immersed in these values, and as they progress through the school they will increasingly be encouraged to take ownership of them and to explore what they really mean in terms of how we live our lives.

We are, furthermore, committed to introducing all pupils to the foundations of British culture, which will be threaded throughout the curriculum described in section D1. Accordingly, all pupils will share cultural reference points, which will be explored in the context of other societies and other ethnic groups. Pupils will be taught about the historical development of democracy and the principle of the rule of law in the UK and beyond, as well as about British institutions such as Parliament, the NHS and the Bank of England.

D4.4: Attracting pupils from different backgrounds

The first step towards attracting pupils from different backgrounds will be to ensure that the school's admissions processes are transparent and fair. The Turner will adhere to best practice in admissions, and is committed to complying with the School Admissions Code. Priority will be given to looked after and service children. Thereafter, siblings of current pupils will have priority, as will pupils from the Trust's local primary schools. The remaining places will be offered to all others, working on a proximity by walking measure once we are oversubscribed. 120 pupils will be admitted per year in to four forms of entry, growing from Year 7 in 2018 year on year until steady state is reached.

The next step will be to create a comprehensive marketing plan prior to the first year of admissions. This plan will build on the community engagement that we have done whilst creating this application, bearing in mind that there will be a gap between this initial engagement period (spring/summer/autumn 2016) and the admissions round in question. Our marketing plan will involve a refreshed analysis of the local population to ensure that we will engage with families of all backgrounds. In order to do so, we will use a variety of methods, which may include, for example:

- translation of leaflets, prospectuses or other key marketing materials
- focus on marketing in settings typically used by lower-income families, such as children's centres
- targeted visits to primary schools whose population might be harder to reach through general marketing
- small-group meetings with community groups and relevant employers such as the 2RGR and the Nepalese leaders

In addition, the Trust benefits from an experienced marketing/community engagement expert, who has successfully increased pupil numbers at schools in the Midlands post conversion.

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

Once the first cohort has joined the school, we will maintain a focus on marketing, but expect that this will become easier as the years pass and the school's reputation spreads. We will re-evaluate this strategy each year to ensure that the school always admits its PAN.

D4.5: Encouraging community cohesion and mutual understanding

In sections C and E we have identified that a core part of The Turner's mission will be to improve community cohesion, with an especial focus on the racial tensions which cause problems both in and beyond school within our community. The Turner will have a zero tolerance policy towards racism that keeps all our pupils safe. We will always aim not to exclude, but to focus on re-educating offending pupils in line with fundamental British values, thereby promoting community cohesion through knowledge and understanding.

As can be seen in the table in the Annex, pupils with EAL are underrepresented in Grammar schools in Folkestone, thus limiting their opportunity to access a high quality, academically focused curriculum. The Turner will provide this opportunity through a truly comprehensive admissions policy which enables all pupils to access the curriculum laid out in D1, with appropriate support. Whilst ensuring that our pupils all have a solid understanding of English, we will encourage pupils to celebrate linguistic diversity and the opportunities that this brings, particularly in terms of employment.

The Turner will be a secular school, but religious education will be delivered through PHSCE sessions in all key stages, as well as through discrete lessons in KS3. In addition to deploying our outstanding teachers here, we will benefit from the local religious collaborative where representatives from all faiths work in school with puppets and other engaging means to deliver sessions from which our pupils can learn more about particular faiths and world views. The proximity of the school to Cheriton Baptist Church, which has become the hub for community cohesive activity, will support this work. (A letter of support for the Turner Schools bid from [REDACTED] can be found in the Annex).

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

E1.1: A need for more school places

The Turner will be situated on the site of the closing Pent Valley school, which is closing to enable a complete restart, rather than because the (6FE) places it provides are not required. The evidence provided by KCC in support of this application (see Annex) shows that there is a sustained need for at least 4FE on this site.

Summary of Secondary Year 7 entry extra place requirement for the Shepway area identified by Kent County Council):

Shepway

Year group	Detail	2015-16 (A)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7	Operational capacity	1,195	1,098	1,098	1,045	1,045	1,045	1,045	1,045
	Roll	1,023	1,039	1,095	1,101	1,181	1,212	1,206	1,236
	Surplus / (deficit) capacity	172	59	3	-56	-136	-167	-161	-191
	% surplus / (deficit) capacity	14.4	5.4	0.3	-5.4	-13.0	-16.0	-15.4	-18.3
Years 7-11	Operational capacity	5,840	5,368	5,316	5,331	5,331	5,331	5,278	5,225
	Roll	4,917	4,934	5,096	5,247	5,431	5,623	5,791	5,932
	Surplus / (deficit) capacity	923	434	220	84	-100	-292	-513	-707
	% surplus / (deficit) capacity	15.8	8.1	4.1	1.6	-1.9	-5.5	-9.7	-13.5

According to Kent County Council’s Area Education Officer, David Adams, these calculations “are conservative”, based on the trend emerging across the past two years of greater numbers of applications for places in Shepway secondary schools than forecast. In addition to this there are numerous housing developments in Folkestone, major and minor, and KCC acknowledge these will generate further demand, as yet not included in the numbers above. For example, these numbers do not include pupil yield from the development which is creating the need for the 2FE primary school for which

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

we are also applying during the next application round.

E1.2: A need for more 16-19 places

There is a need for new Post 16 places to replace the 210 places being lost through the closure of Pent Valley, as well as to cater for the secondary expansion anticipated from 2018-2021 and beyond by KCC. In addition, there are subject and skills needs identified by the LA that Post 16 provision at The Turner could address, and other aspects of provision (eg preparation for degree apprenticeships), which would be innovations to the area.

There is a gap between eligible Post 16 students and numbers currently in Post 16 provision. The most recently available data shows that 3884 young people are eligible for post-16 education or training in the Shepway area; however, there are only 1401 post-16 places available.³¹

The Post 16 landscape in Folkestone, and in Shepway requires additional provision and innovation to enable the following:

- The study of open access to Mathematics after 16, identified as a key area of need in the LA's commissioning plan. This will be offered, as outlined in section D1 above.
- Courses to bridge the skills gap in Business administration and Transport and Logistics (again, according to LA commissioning plan). The Turner Schools plans to offer Maths and emphasise working languages will contribute to achieving this; our plans are outlined in section D1 above.
- Provision of degree apprenticeships required - there are currently none on offer in Shepway.

E1.3: An educational need due to low standards in local schools

11-16 provision

There are no Outstanding mainstream non-selective secondary schools in Folkestone. Only the two grammar schools, and the special school, are Outstanding. A table including relevant statistics, from the DfE performance tables, around educational performance is included in the Annex. This table shows that the standard in Folkestone's mainstream non-selective secondary schools is low, with national

³¹ KCC Commissioning Plan for Education in Kent 2016-2020 (March 2016) kent.gov.uk (revised version expected in 2016 due to increase in population)

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

averages yet to be achieved (with passing the floor standards a concern in the town's only non-selective secondary – Folkestone Academy), EBacc entry and achievement poor, and with gaps between those in deprivation and others unacceptably great.

There is also low achievement of MFL GCSEs, with a range between 2.7 and 5.7% of Shepway's KS 4 pupil cohort outside the grammar schools securing an MFL GCSE.³² This contributes, significantly, to the low achievement of EBacc across Shepway. See below:

School Name	MFL A- Levels	All 18		MFL GCSEs	All GCSEs	% MFL
		year olds	% MFL A- Level			
Brockhill Park Performing Arts College	1			129	2251	5.7%
Folkestone Academy				49	1427	3.4%
Pent Valley Technology College				21	775	2.7%
The Folkestone School for Girls	4			112	1801	6.2%
The Harvey Grammar School	1			75	1179	6.4%
The Marsh Academy				58	1277	4.5%
Total Shepway	6	1282	0.47%	444	8710	5.1%
National	14247	65575	3	273168	99	5.7%

Poor EBacc attainment in the area's comprehensive intake schools is evidenced in a table in the Annex.

The same picture is evident in Post 16 provision, with little inclusive mainstream academic provision – highlighted by the fact that it is not possible to pursue Mathematics after the age of 16 in any local comprehensive setting. In MFL it is notable that only 6 Shepway pupils achieved an MFL A' Level in 2015.

Even in Folkestone's two grammar schools there appears to be an aspiration issue given the proportion of pupils moving on to university is no greater than at the comprehensive intake schools.³³

Turner Schools is the only party applying to run the new school required to replace Pent Valley Technological College with a team who have a track record of achieving top 10% pupil progress, and having closed the gap between those in deprivation and

³² Analysis by Phil Copple at NSN of DfE Performance Data while researching data report: Mind Your Language (op cit).

³³ DfE Destinations data (2014), published 2016.

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

others at the challenging academic EBacc measure, with a similar cohort (60% Ever6 FSM and above average EAL).

16-19 provision

There is also a broader standards case regarding Post 16 provision locally, not only in terms of outcomes, but in terms of provision. Vocational offers have been encouraged in recent years, as (rightly) have apprenticeships. However, apprenticeship uptake has been dominated by young people pursuing health, public services and care options, with a stated skills need gap noted by the Local Authority in Business Administration and in Transport and Logistics. In addition, the commissioning plan highlights that it is not possible to study Maths after 16 in the whole of Shepway. There is also only one provider where it is possible to pursue Spanish, and none where German can be studied. French can be studied in four places; however, this is not converting in to A' Level examination as research above demonstrates, with only 6 pupils in the whole of Shepway pursuing languages to A' Level in 2015 (table above).

Only 33% of students who reach the end of KS 5 in Shepway's secondary schools go on to a higher education institution compared to 58% nationally.

The table below, compiled from Department for Education destinations data for 2014 (published in 2016), evidences this:

School Name	% Going to university	Number going to university
Brockhill Park Performing Arts College	35%	25
Folkestone Academy	35%	18
Pent Valley Technology College	35%	25
The Marsh Academy	21%	6
Shepway (non-Grammar)	33%	83
National	58%	100,131
The Folkestone School for Girls	61%	67
The Harvey Grammar School	63%	50

The uptake of university places in Folkestone's two grammar schools, while above the national average level, is still below the level for other grammar schools in Kent, consistent with the picture of low aspiration across Shepway.

In Kent's grammar schools an average of 68.78% of pupils went on to university in the last recorded data. (Of these 26.33% attend Russell Group universities and 2.34% go to Oxbridge.

However, the figure for grammars across England is 72.9% going on to university, of

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

which 37.8% going to Russell Group universities and 3.78% to Oxbridge.

In other words, the uptake of university entrance is too low in Folkestone's non-selective schools to impact on coastal deprivation, and the low aspiration in the area is reflected in the university uptake from the two grammar schools being lower than both the Kent grammar average and the national grammar average.

The cycle of deprivation and the effects of coastal deprivation cannot be overcome as long as there is not academically successful education beyond the grammars, and while the accessible Post 16 options for Folkestone's young are mainly low-skilled.

E1.4: A social need

The need to achieve inter-racial harmony and cohesion in the community is pressing in Folkestone. This is not only an issue about achieving integration and trust between the Nepalese community (stimulated originally by, and continuing to grow because of, the presence of The Royal Gurkha Rifles in Folkestone), and the white British; but between Nepalese, white British and other immigrant groups, including refugees from Syria and economic migrants from eastern Europe. The street pastors, coordinated by [REDACTED] and the Cheriton Baptist Church, who attend group gatherings or events of incitement to try to achieve calm before Police intervention is required, report increased activity in the past 18 months.

Shepway District Council published Ward Reports in 2015. These evidence some 200 Nepalese families, originally related to The Royal Gurkha Rifles, now settled in Folkestone, mainly in the western neighbourhoods around the barracks and Cheriton Road. In the last census (2011), 6.5% of the area's population identified as Other Asian, which contrasts with 1.6% at Kent level. Accordingly 2.8% of declared first languages in Shepway are South Asian or South East Asian, and the South Asian population is considered significant by the District Council. This contrasts with the dominant first language being English (95%). The remaining first languages in the district are Non-EU European, then African languages also featured.

Racial and national tensions are not exclusive to the adult population of Folkestone. Schools are also deeply affected: exclusions in Kent are the highest of any Local Authority in the country. Within this, more than 1,200 children in Kent have been excluded from school for racist abuse of their peers since 2009.³⁴ Across the South East, at least three children are excluded from school a day for racist abuse of their peers. Research by the New Schools Network reveals a concerning high number of these (1.63%) relate to incidents of racist abuse. Specifically, 180 young people we

³⁴ NSN analysis, op cit.

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

given fixed term exclusions from school for racist abuse in 2015 in Kent.³⁵

The table below shows local authorities with the most fixed term exclusions for incidents of racist abuse in 2014-15:

Local authority	Number of fixed term exclusions for racist abuse in 2015	Percentage of fixed term exclusions for racist abuse in 2015
Kent	180	1.63%
Birmingham	150	1.96%
Hertfordshire	150	2.42%
Essex	120	1.83%
Nottinghamshire	80	1.38%
Surrey	70	1.61%
Lancashire	60	1.08%
Leeds	60	1.08%
Derbyshire	60	1.47%
Sheffield	60	1.28%
South East	630	1.37%
National	3,980	1.31%

The Turner, therefore, will build on the work begun by the community youth leaders to ensure that the modern British values of toleration, as well as the rule of law, are not only taught but are understood and become second-nature in school conduct, interaction and thought (see section D4 for further detail).

E1.5: A need for greater choice and diversity in the schools available to local parents

An inclusive but academically ambitious choice, with continuous provision to 18, is required: families in Folkestone deserve a new school which endows them with a real choice; a choice to subscribe to a school welcoming to all learners (regardless of race, ability, additional need, creeds and sex), a school where academic achievement is enabled and motivation for learning and high aspiration are built and maintained, and a school that continues this inclusive and ambitious provision through to 18. The Turner will constitute this choice.

A local school (one pupils can access without needing the bus) is called for by

³⁵ Supra.

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

local primary school parents: parents (specifically those of Cheriton Community Primary School and of Moorhall Academy) have described their desire for a school on the Pent Valley site as their children could walk to it. They are not keen on their children having to take the bus to Saltwood for Brockhill Park, nor further to Dover for the Astor. Those consulted (who chose to attend meetings about the Turner Schools plans for Pent Valley), described preferring to avoid sending their children to Folkestone Academy because of its reputation for exclusion, and because of its increasingly large size.

A small school is called for by parents who feel their children will be lost in the increasingly large Folkestone Academy: parents, and Primary Heads consulted suggest that a small coeducational secondary school is a choice they would like to have. Folkestone Academy currently has nearly 1900 pupils on roll – more than twice the proposed size of the Turner. At 4FE, with a smaller sixth form, the Turner will viably offer a broad curriculum with specialised staff, whilst retaining the small scale which is important to young people and families in the community.

E1.6: A need for innovation that will lead to better outcomes for pupils

The Turner will bring practices, and insights from elsewhere, from both our team's successful practice and from research and academia, to impact standards and outcomes in Folkestone, specifically: Knowledge for skills; an EBacc for all presumption, and inclusive and expansive MFL teaching.

There are no settings in Folkestone or Shepway adherent to Young's Powerful Knowledge, or Hirsch's knowledge for social justice philosophy, despite the growing body of evidence that to achieve skilled young people, schools must prioritise first teaching them knowledge, and lifting them beyond their immediate experience.

There are no providers in Folkestone focused on an EBacc for all mission, despite it being a government priority.

There are no providers in Folkestone who have recognised the link between excellence in MFL, community cohesion, EBacc outcomes, and better university and employment/apprenticeship opportunities.

There are no providers in Folkestone working to use language skills to open up employment and university options for those at disadvantage.

There are no providers in Folkestone with live connections to the DfE's MFL pedagogy review, or the new MFL specialist SCITT.

There are no providers in Folkestone offering a skilled technical route from 16.

These are the innovations that Turner Schools will bring to Folkestone to secure better outcomes for pupils, and provide a genuine choice for parents. We know that these innovations are deliverable as well as reasoned, because various members of the Turner Schools team have achieved similar things in other settings and contexts

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

previously.

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



E2 – successful engagement with parents and the local community

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

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

E2 – successful engagement with parents and the local community

E2.1: Community engagement

The MP for Folkestone and Hythe, the Rt Honourable Damien Collins, appealed to Turner Schools to consider bidding for the new provision required at Pent Valley, because he was aware of the successes achieved under our [REDACTED]

The Trust's subsequent appointment as Sponsor to two Folkestone Primary schools, one being across the road from the proposed school's site, provides Turner Schools with the unique opportunity to transform standards by starting early, drawing in the other primary school in the Trust, and – in time – others, to recreate the effective situation achieved in Pimlico, of three local primaries – each reaching a slightly different neighbourhood – linked to the secondary school. By breaking down the barriers between primary and secondary provision it is possible to help children, especially those growing up at disadvantage, do better. As [REDACTED] puts it – to run a marathon rather than to sprint.

We have been meeting stakeholders and engaging with the community about the proposed school since consultation about Pent Valley's closure began earlier in 2016,³⁶

³⁶ <http://consultations.kent.gov.uk/consult.ti/pentvalley>

E2 – successful engagement with parents and the local community

and 'The Turner' plan has been adapted in several key ways in response to this engagement.

E2.2: Adaptations of the proposal following community engagement

We have adapted our proposal in several ways in line with community feedback:

Size: although Kent County Council's commissioning plan demonstrates a need for more than 180 secondary places per year during the period in which the school is building up (see section E1), local primary Headteachers and parents have consistently expressed the desire for a small school, and specifically for a school smaller than Folkestone Academy, which currently has just under 1900 pupils on roll, feeling that the needs of their children could be best met in a more intimate setting. The consistency of this message, along with the popularity of a secondary school in walking distance which The Turner would be for many of those consulted, has led us to reduce maintain the PAN at 120, lower than KCC's projections of need.

Balancing inclusion with academic ambition: following meetings with local stakeholders, including the Local Authority, the request for additional Alternative or Special provision, which dominated early research conversations with secondary Heads and parents of Pent Valley, was replaced with a plan for an inclusive but academically ambitious, aspirational school; in other words a school that would admit pupils not suitable for Special or Alternative provision but also not suited for selective or large providers for social, emotional or learning – including language – needs.

Adding a specialism: representatives of the Sir Roger de Haan Foundation and Folkestone Academy were encouraging of Turner Schools developing a specialism in its proposals for the new secondary on the Pent Valley site, as an additional differentiator between the two schools. They were consulted upon the proposed MFL emphasis, as were local employers and employer group representatives such as the chamber of commerce. Embracing our proximity to the continent, the language skills of the Nepalese and others in Folkestone, and the requirements of language skills for key local employers including MoD, Eurotunnel, EDF, Holiday Extras and the Port of Dover, has been extremely well received. Again, via consulting the local community – not only employers – the MFL emphasis has been expanded to include a range of languages whereas the initial proposal was to focus on French.

School day: Parents expressed the desire, variously for a later formal start to avoid few confrontations with tired teenagers, but also to have access to breakfast clubs, homework catch-up windows and sport in the morning before school to help working families, or those also taking siblings to local primary schools. In addition, community representatives don't like the early ending of many schools on Fridays, which often leads to fractious behaviour when groups congregate but it is too early to go home. These requests and concerns have been built in to our plans for The Turner's school day (see section D1 above).

E2 – successful engagement with parents and the local community

The name: Consulting with pupils in local primary schools about their choices for secondary school provided the (pupil generated) recommendation to change the name for the proposed school from 'Turner Academy Folkestone' to 'The Turner'. This is because "the other good schools – the ones everyone wants to go to..." as one Year 6 girl put it, "...are all called 'The' something; The Harvey, The Girls' School, The Academy. So you should call it 'The Turner' if you want people to talk about it". This recommendation has been adopted given the importance of the new school entering local consciousness as a first-choice destination.

E2.3: Engagement with the local community

We have engaged (via meetings) with the following groups:

- Kent County Council [REDACTED]
- [REDACTED]
- [REDACTED]
- Ward Councillor
- Local Primary Heads (All in Shepway, and some in Canterbury, have been approached via email and those who responded have been met with, some – Head of Cheriton, Head of Palmmarsh - on more than one occasion)
- [REDACTED] of Folkestone Academy
- [REDACTED] other Secondaries (all approached – those that responded met with)
- [REDACTED] Outstanding Special Schools in Shepway, Ashford and Medway (3 met with to enable better understanding of SEND locally)
- [REDACTED] Shepway Teaching Schools Alliance, in individual and a group context
- Parents of children in KS 2 in local primaries (in particular those at Cheriton Community Primary School, Moorhall Academy and Pent Valley)
- 2 LA Clerks to Governing Bodies were consulted
- SureStart Centre on Surrenden Road
- Local NHS Paediatric staff (speech therapy and vision providers in particular)
- [REDACTED] Folkestone Nepalese Community (several occasions)
- Community and youth leaders, including Father Barker, Cheriton Baptist Church
- [REDACTED] Kent Invicta Chamber of Commerce
- [REDACTED] Kent Invicta Chamber

E2 – successful engagement with parents and the local community

- Select alumni of Folkestone's grammar schools now working in education policy or teaching (x 3)
- Employers: EDF, Saga, Holiday Extras, Eurotunnel, Port of Dover, Givaudon, Canterbury Archaeological Society.

Letters of support for the Trust's plans for The Turner from many of the stakeholders listed above have been received and can be found in the Annex.

Please note: Learning from the research and consultation for Pimlico Primary (Future Academies) we did not hold open group meetings, and did not canvas opinion via Facebook, Mumsnet etc., as these fora tend to be popular with press and union representatives and do not generate a true picture of support. Instead, we organised personal and small group gatherings, and used leafleting selectively (eg to SureStart centres and via willing primary schools).

Folkestone is small enough, and laid out in such a way, that it can often be easier to walk or cycle across town than to take a bus. Consistent with this (and given that the Pent Valley/Turner site is within 2 miles of 12 primary schools, it is accessible to many Folkestone neighbourhoods, and even just to some in to Saltwood and Hythe to the south and east. That said, uptake of places at Pent Valley, and interest from parents in the proposed schools, suggests that pupils will most likely come from the homes on and around Cheriton Road, as far as the barracks on Church Road to the West, and over to Radnor Park to the east. The postcode of families who either used the old Pent Valley or are expressing interest in the proposed school is CT19.

In addition to the meetings and activities listed above, we also:

- distributed 1000 leaflets about our plans (pasted in Annex) in a targeted manner (to two local SureStart centres, to the nearest library (Cheriton), to the churches, shops and doctors surgeries along Cheriton Road as well as to primary schools.
- had a web presence with on-line expression of interest form (screen shot in Annex).

This activity has resulted in receipt of 136 expressions of interest as at September 26, which given leafleting took place after the start of term in September is strong (updated numbers will be shared if requested).

The proposal has received positive attention in the local media, featuring in three papers (The Express, Courier and Herald), as well as in KM's KentOnline, and the MFL plan made front-page news (see Annex).

We will continue to engage with the community on the proposal, and record expressions of interest, and have meetings planned with:

The 2RGR (Royal Ghurkha Rifles)

E2 – successful engagement with parents and the local community

Harcourt Primary School

The King's School, Canterbury and Ashford School seeking an ISSP with respect to MFL teaching in particular (please note, King's Canterbury approached us on the matter, reflecting the local support for the plans of The Turner).

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)

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F1 (a) Skills and experience of your team

The broader Trust team, including the Board, is described in our approved sponsor application. This team, [REDACTED] will create a project steering group to ensure that the pre-opening phase goes smoothly and that the Turner delivers on its commitments at an outstanding standard from the first day. Assuming that the school is approved in the first quarter of 2017, the team will have 16 to 17 months to ensure readiness to open. As Trust's first two sponsored primary schools projects have commenced, the timing will be ideal to redirect the project team's attention to the establishment of The Turner, and then to and our proposed primary Free School projected to open in the subsequent academic year.

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Leadership – School Principal	Pre-opening	Recruitment of Principal:
On the ground Secondary school site management/operations	Pre and post opening team (at present)	<p>The Trust has two site managers, at present, but neither has overseen premises and operations in a secondary school. However, as we restructure the two primary schools there will be a position for a senior Operations position, and we will appoint a candidate with secondary experience to the role. The commencement of this post will depend on the Local Authority's plans to maintain and use the site during the year of closure (when the shared-use leisure centre will continue to operate). It may be that there is transfer option as things progress.</p> <div style="background-color: black; width: 100%; height: 100px; margin-top: 10px;"></div>

Turner Schools has not identified a Principal Designate for the Turner at this point. We have, however, created a provisional shortlist of three exceptional candidates who are interested in the role. We anticipate that the recruitment process will proceed as follows:

- School approved in the **first quarter of 2017**
- Shortlisted candidates informed of recruitment process. Following DfE scrutiny of the prepared shortlist and feedback, advertising takes place to open recruitment pool over **March – April 2017**.
- All shortlisted candidates undertake an interview process - including panel interview, teaching assessment, teaching observation, written exercise and competency testing – in **May 2017**.
- Appointment confirmed in time for successful candidate to resign their current role in **June 2017**.
- Principal designate start date **January 2018**, in order to prepare for the school's opening in **September 2018**.

This timeline gives sufficient time to run a second round of advertising/interviewing as required whilst still meeting the Headteacher resignation date at the end of September for the January start date. We are, however, confident of recruiting in the first round, as we know from our previous discussions with candidates that the Turner opportunity is an attractive one.

[REDACTED]

[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

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

F2.1: RSC approval

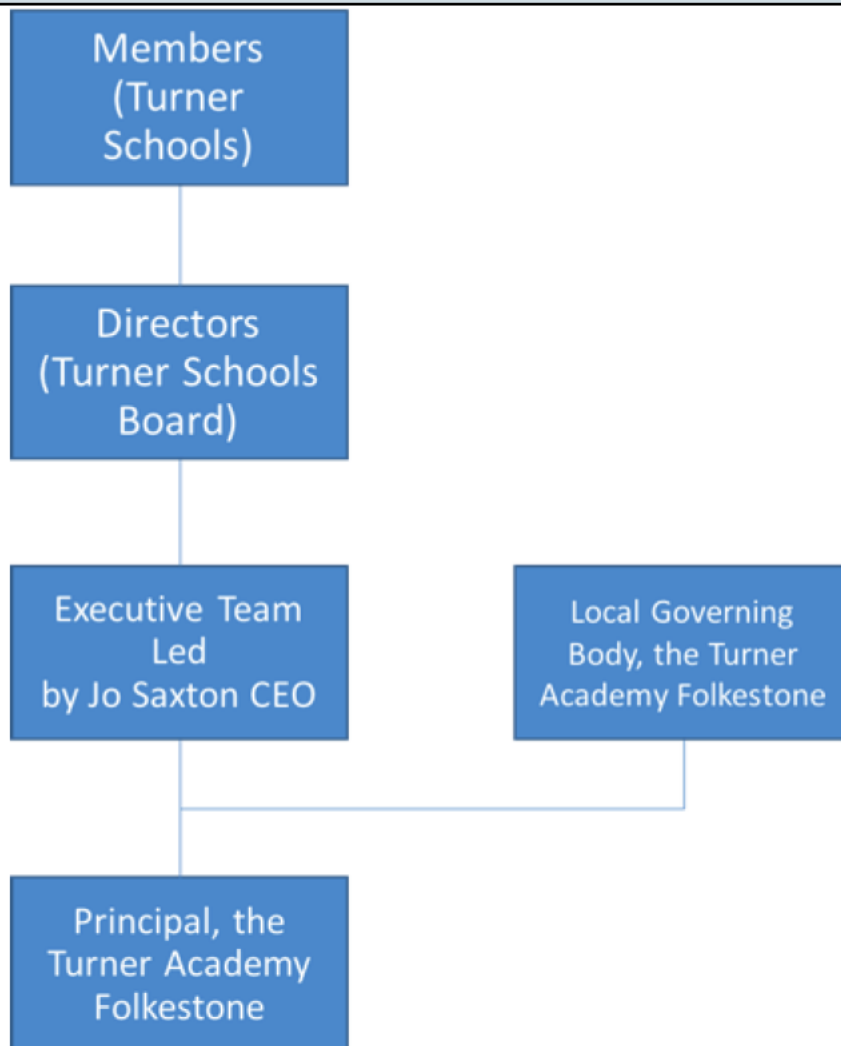
Turner Schools has an RSC Capacity letter approving our growth plans, including The Turner for 2018 opening. This letter is included in the Annex.

F2.2: Governance structure

The governance structure can be summarised as designed to meet governance best practice but also enable intelligent governance, via communication and holding to account. The effectiveness of IEBs has been learned from, as has Lord Adonis' recognition of the impact smaller LGBs can affect.³⁷ Efficient and strong centralised services will enable school Principals and LGBs to focus on pupil outcomes without distraction. This is a model that has been developed and deployed with impact at Future Academies, among other MATs. It was also approved as an approach as part of our Sponsorship application; in fact, very positive feedback about our LGB Terms of Reference and Trust Masterplan were received via the RSC's office from the SESL Headteacher Board.

³⁷ A. Adonis, *Education, Education, Education, Reforming England's Schools* (2012)

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



As can be seen from the diagram above, The Turner will have its own LGB. The three primary schools will be governed by one super primary LGB with representatives between schools; this will ensure that challenge and transparency exists between our schools.

With the third primary, and all 3 in Folkestone we will do what we did once 3 primaries at Future and have one super Primary LGB with representatives from each school and the Trust so that challenge between schools and transparency is greater.

Neither LGB will have delegated powers, but transparency of all trust financial planning and decisions will be maintained, so that the LGBs exclusive focus is to be on the progress, attainment, safeguarding and wellbeing of pupils, and advising Directors on these matters as such supporting Trust executive in holding the Principal to account for the above.

F2.3: Strategic remit of the Board and governing bodies

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

Governance will be conducted not only according to the Trust's Articles of Association and Funding Agreements, but adhering to best practice as set out by both the Governance Handbook and the Academies Financial Handbook. Governance, including at Board level, will be independently reviewed annually, and governors at all levels will receive annual training from a national leader of governance.

In the service of this, decision making and financial resource deployment will be governed by our strict scheme of delegation (approved as part of our academy sponsor application). The remit of Local Governing Bodies, to help the Directors of the Trust hold the school Principals to account for the progress, attainment, safe-guarding and well-being of pupils, is set out in Terms of Reference (also approved as part of the sponsor application). Further, the annual cycle of Board, Finance & Audit committee and LGB meetings (their remit and purpose), as well as top-level training across the Trust, was approved as part of our sponsor application.

No individual will receive remuneration for governance services (Member, Director/Board level and LGB/school level) at Turner Schools, excepting the CEO, an ex-officio Director.

F2.4: Updates to governance arrangements

The Turner Schools governance structures, scheme of delegation and LGB constitutions and terms of reference were developed to work across 4-6 academies, and were based upon those built during our [REDACTED] where these had to be adapted and evolved as that trust grew from one to four schools, plus a SCITT and a fifth school in the pipeline. It is the opinion of Trustees, and CEO, that the governance arrangements are fit for purpose until the Trust reaches 6 academies. That said, we will conduct an independent governance review annually and in addition to receiving training will adopt recommendations, as we will with the annual audit and from Responsible Officer visits.

Proposed members of The Turner's LGB:

Not set out in our Sponsor application was information on prospective Governors for the proposed Turner Academy Folkestone.

During planning for this proposal and community consultation the following individuals have been approached as prospective local Governors, bringing – between them – experience of high standards and expectations, local knowledge, school governance in high-performing settings, community representation, legal and financial acumen.

Accordingly, should this proposal be approved to Pre-Opening the following individuals will begin to support pupil recruitment activity directly and/or critical friend support for the project management phase:

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

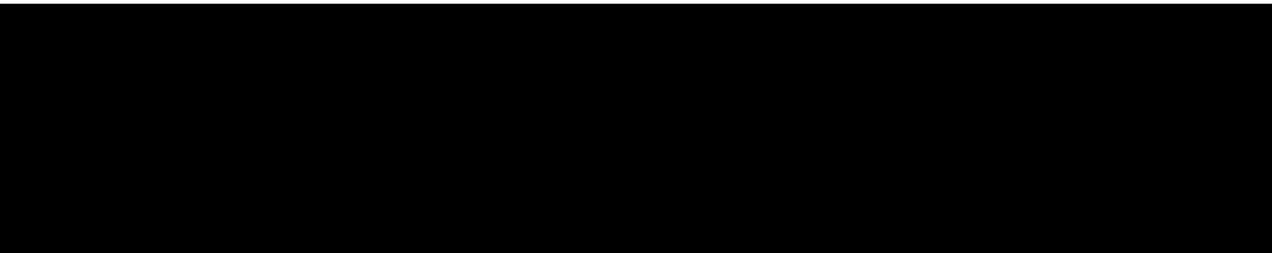
Lead Governor for Safeguarding:



Lead Governor for Resources and Finance:



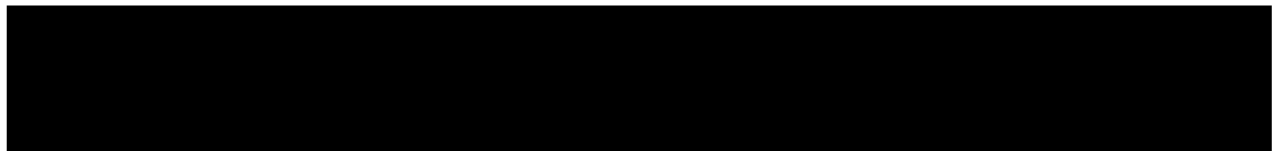
Governors representing the community:



Governors representing the school's pupils and families:

Two parents of un-related pupils on the school's roll will be appointed to the LGB, via an election of their peers.

Other Governor representing excellence in local education:



Governors representing university and employment:

A governor originating from a local university and/or employment partner would serve the school with a view to providing a critical eye on our routes in to university and employment.

F2.5: Conflicts of interest

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 Trust maintains a register of declarations of interest/conflicts, and it is updated at each Board and or other governance meeting. In the event that a perceived conflict arises, the relevant member would be recused from decision-making.

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 spread sheet (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

Guiding principles

The financial plan for the School is based on the forecast pupil roll as described in section D and the staffing structure in section D3 with payroll and non-payroll costs benchmarked against comparable schools. The driving principle underpinning the planning is that the School must be able to operate on core funds, with a balanced or surplus budget, and that it should deliver excellent value for money for the taxpayer, while prioritising excellence in education. We are confident that these principles are met in both the 100% and 70% recruitment scenarios (refer to G1.4 below).

G1.1 Central Services and Topslice

Turner Schools will provide its schools with centralised services so that strong, entrepreneurial financial governance is deployed across all the schools. This will ensure value for money across the Trust and enable school Principals to focus on continually improving standards in teaching and learning to accelerate pupil progress, thanks to the central team taking on activities which otherwise take time and attention away from pupils.

In the initial years, central services will include the direction, target-setting, challenge, and support that the CEO can personally provide, plus the following team:

- Director of Operations to oversee school logistics, safeguarding, recruitment and major contractors and procurement (eg catering, cleaning and school supplies);
- Finance and Data Manager to provide capacity to the schools as well as to ensure financial efficiency and continual school improvement via the implementation of the principles of OGAT's Curriculum Led Financial Planning, while evidencing the impact on pupil attendance, progress and attainment through data oversight;
- Community and Projects Manager;

- Consultant Finance Director;
- Consultant Director of Standards to review and support development in school attendance, behaviour, curriculum and assessment, classroom activity and teacher on-going training.
- Consultant Director of SEND to ensure the needs of all learners are met, assuming high standards for all, such as achieving chronological age in reading, for example; and to provide staff support and training, including via modelling, to achieve such;
- Primary EP, SEND specialist for transition activity;
- High-level HR and payroll
- Company secretarial, clerk to governors and other executive services including managing recruitment, that free-up school staff to focus on the progress and attainment of pupils.
- Independent governance and staff effectiveness reviews led by former Ofsted inspectors and school leaders (Peter Gale and John Viner). The MAT's board will also be subject to effectiveness review by these partners annually.
- Co-curricular provision to enable all pupils to benefit from Classics for All in a longer school day, and/or Saturday sport, depending on school and pupil context.
- CPD provision from the central team, and – in time – ITE.
- Fundraising
- Partnerships

Turner Schools will provide these services, which can be summarised as adding capacity to the schools, plus providing challenge and support to the schools and their staff in an inclusive and positive manner, financed by a top slice. We will operate a top-slice on core funds of 7% in our secondary schools, including the Turner. This is at the higher end, but

will be taken from general funds, and will exclude deprivation grants such as pupil premium funds, constituting 5% of total funds. The Trust budget, central services, school improvement plans and growth have been modelled on this basis. Annual Board reviews will include the appropriateness and impact of this policy and practice, and findings will be shared with the schools.

G1.2: Additional funding

We expect to receive significant additional income, in excess of what is shown in the spreadsheet. This income will consist of:

- Lettings income is reasonably secure as there is a lettings programme already in operation on the site. Based on this existing activity, we would expect to bring in at least an additional [REDACTED] annually from this activity. This would go a long way towards meeting the relatively high premises costs (due to age of part of the site), freeing-up additional funds for teaching staff and educational resources.
- Donations from a private family, of around [REDACTED] annually, have been verbally committed, should the school be approved. These will be used to fund an extensive trips programme, during which all pupils will be taken to France for outwards bounds activities. No income is currently shown from trips in the spreadsheet. Should these donations prove not to be forthcoming to the expected degree, charges would be made to families who are not eligible for pupil premium.
- Classics for All have verbally committed to provide income to contribute to educational resources and teaching staff. Again, this income and expenditure is not shown in the spreadsheet so would provide additional resource.

We are confident, therefore, that we will secure [REDACTED] of additional funding for the first year. These funds would be used to bring forward the recruitment of one of the Vice

Principals and invest more into subsidised trips including an outward bound style trip to France. Any additional funds would be invested in teaching capacity and educational resources, as appropriate year by year.

G1.3: Benchmarking of expenditure

Throughout the budgeting, likely financial costs are extrapolated from sensible and relevant comparisons to other schools or groups of schools, including Pimlico Academy, and publically available information on expenditure locally at Folkestone Academy and at [REDACTED]. Other benchmarks used in projected expenditure include average values for schools in the South East of England (provided by the DfE/EfA) and data from Schools Financial Benchmarking (<https://www.education.gov.uk/sfb/MetricStage.aspx>) for non-London schools of a medium size (884 pupils).

G1.4: Contingency planning

The Turner's financial resilience to reductions in income is robust because the education plan remains deliverable should only 70% of planned pupils arrive in September 2018 (84 versus 120) with income thus reduced by 30% [REDACTED]. Savings have been planned to bring costs in line with income, excluding additional income, whilst maintaining a surplus of 2%. The staffing reduction plan, while maintaining educational strength, is set out in D.3.3.

Below please find a table summarising the actions that will be taken to ensure The Turner remains financially viable but not educationally compromised.

Please note: We are aware that this analysis is no longer an explicit requirement of the criteria, but our experience of opening other projects is that it provides invaluable information and confidence for all concerned that the ambitious vision and education plan could be realised in a contingency situation.

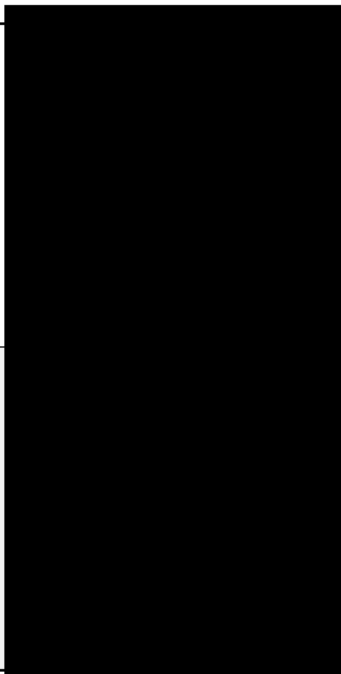
Budget sensitivity model analysis:

In the event that the School is under subscribed by 30% year-on-year, the following actions will be taken to ensure the School remains financially viable:

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted	Year(s) savings would apply	Savings in each year against original budget (£)
Teaching staff payroll (main scale teachers and middle leadership positions)	With pupil numbers at 70% of capacity (or 84 pupils per year) we would reduce the number of forms from four to three (with 28 per class) for each year group. This would reduce the need for teaching periods significantly. With fewer classes per year group, managerial responsibilities can be shared across a smaller number of middle leaders. All figures have been calculated from revised curriculum plans	2019 to 2025	
Teaching staff payroll (senior leadership positions)	Given the fewer classes, fewer teachers and fewer middle leaders, responsibilities at a senior level could be shared among a smaller SLT. The first Assistant Principal appointment would be deferred until year 2 and the second Assistant Principal not appointed until year 4. The Vice Principal (to be hired in year 4)	to 2025	

	would not be appointed.		
Pupil support payroll	In a scenario with radically lower pupil numbers the number of language assistants recruited would be less than originally planned and the majority of roles would be employed on term time only / part-time contracts.	2019 to 2025	
Top slice payment	Given the lower total income, top slice payment to the Trust will be reduced accordingly along with a 1% reduction in the rate.	2019 to 2025	

Educational resources	Given the smaller number of classes and fewer teaching staff, the educational resource budget would be reduced accordingly (by 30%). This is appropriate, since having fewer pupils to teach will result in fewer resources being required.	2019 to 2025	
Administrative staff payroll	Savings can be made from year 1 by moving to a greater proportion of term time only / part time roles. The administrative staff will still have the capacity to perform their roles, as there will be a Receptionist, a Registrar / Office Administrator, a Data Manager and an ICT Technician.	2019 to 2025	
Premises, Utilities and other overheads	Given the smaller number of classes, and the lower teacher headcount and pupil numbers, there will be less spent on building and grounds maintenance as well as other general overheads. Utilities usage will reflect the lower numbers and the site will be managed to ensure per pupil costs are maintained at the level assumed in the original budget.	2019 to 2025	

Other staff costs	Given the reduced staff headcount, we would expect a reduction of approximately 30% in recruitment costs, employee expenses and development and training costs.	2019 to 2025	
TOTAL			

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.

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 s

Annexes

Contents:

- ██████████L Capacity Letter
- LA Evidence of Need Letters
- Map of Turner Schools Provision Plan
- Local Stakeholder Letters of Support
- Press example
- Leaflet
- Link to consultation web-page
- Project Lead CV
- Local secondary school performance table



In May, I sent you a Trust Capacity Survey. This has been sent out to the majority of Trusts within the South East and South London (SESL) region. I would like to thank you for completing the survey and providing me with your future plans. The responses have been used to assess whether we have enough capacity in the region to support failing schools; to open new provision to meet the needs for school places and to provide a home for maintained schools wishing to convert to academy status and join a Trust.

The information you provided in the survey and a range of other factors have been used to review and agree an indicative growth plan for your Trust; these factors include the number, feature and geography of schools currently within your Trust, your overall performance and track record.

Based on your response, I have carefully considered the information you submitted and would like to confirm that I am content, in principle, for you to grow in the next three academic years by up to the following projects, in this region:

16/17	Primary	Number of pupils	Secondary	Number of pupils
-------	---------	------------------	-----------	------------------

Converter	1	460	0	0
Sponsored	0	0	1	1000
New provision/free school	0	0	0	0
17/18				
Converter	1	460	0	0
Sponsored	0	0	1	1000
New provision/free school	0	0	0	0
18/19				
Converter	0	0	0	0
Sponsored	1	0	0	0
New provision/free school	1	0	1	0

The table above does not include any projects that are within your Trust's current pipeline, as these have already been approved. An academy is in the pipeline if it has received an Academy Order (AO) but has not yet opened. A free school is in the pipeline if you have received official confirmation that your application has been approved into pre-opening, but it has not yet opened. Each proposed project's approval will be considered on its own merits and be subject to your Trust's overall performance. If the number of projects you apply for differs but the overall numbers of pupils are similar to what I have included in the table above, I will be flexible. However, each project will be reviewed to ensure it is viable.

As you have indicated that you would like to grow with a new provision project, please do not hesitate to get in contact with New Schools Network (NSN). They will offer their support to you as you progress with your free school application/proposal. Please register with NSN at <http://www.newschoolsnetwork.org/register-with-nsn> (if you have not already done so).

Please see attached a menu of support for MATs which provides essential guidance on trust growth, leadership and governance.

Finally, I know there are a number of Trusts in SESL that have subsidiary/commercial companies that offer school improvement. If this is applicable to your Trust, I would appreciate if you could provide me with a one pager update on how the company interacts and contributes to the academic performance of your Trust.

I look forward to working with you.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Department for Education

Web: <https://www.gov.uk/government/people/dominic-herrington>

Twitter: [REDACTED]

SESL Sponsor Directory: <https://www.academyambassadors.org/rsc-sesl-sponsor-directory>

Letters from Kent County Council, [REDACTED] setting out place need:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Kroner House

Eurogate Business Park

Ashford

Kent

TN24 8XU

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Update - Need for Places in Folkestone

In my letter of 30 June 2016, I indicated that the Shepway secondary school forecast pupil numbers contained in the 2016-20 Commissioning Plan for Education Provision in Kent were likely to be conservative. This was because we have seen a greater proportion of the Year 6 cohort in Shepway expressing first preferences for one of its secondary schools. In 2013/14 the figure was 85%. In 2015/16 it rose to 98%.

As expected we have the latest forecasts, which have been sent to the DfE in our SCAP return, are higher than last year's. The table below sets out the anticipated surplus/deficit of both Year 7 and Year 7-11 places in the District's schools, taking into account the closure of Pent Valley and the increased admissions at Folkestone Academy and Brockhill Park Performing Arts College.

Shepway

Year group	Detail	2015-16 (A)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)
Year 7	Operational capacity	1,195	1,098	1,098	1,045	1,045	1,045	1,045	1,045
	Roll	1,023	1,039	1,095	1,101	1,181	1,212	1,206	1,236
	Surplus / (deficit) capacity	172	59	3	-56	-136	-167	-161	-191
	% surplus / (deficit) capacity	14.4	5.4	0.3	-5.4	-13.0	-16.0	-15.4	-18.3
Years 7-11	Operational capacity	5,840	5,368	5,316	5,331	5,331	5,331	5,278	5,225
	Roll	4,917	4,934	5,096	5,247	5,431	5,623	5,791	5,932
	Surplus / (deficit) capacity	923	434	220	84	-100	-292	-513	-707
	% surplus / (deficit) capacity	15.8	8.1	4.1	1.6	-1.9	-5.5	-9.7	-13.5

It is evident from these that additional capacity will be required in the District by 2018/19 at the latest, and that the need for Year 7 places quickly builds from 3FE to 6FE. The forecast demand in 2022/23 and probably 2023/24 may well represent the peak, with numbers tailing off a little after this. We might be best managing peak demand through admitting additional classes, rather than a permanent enlargement of the school or other local schools.

Please contact me if you need any further information.



Kroner House

Eurogate Business Park

Ashford

Kent

TN24 8XU



Need for Places in Folkestone

Thank you for your interest in establishing a free school in Folkestone, Kent. The Commissioning Plan for Education Provision in Kent 2016 - 2020 sets out the County Council's need for further school places. However, you are right to question whether the capacity of Pent Valley Technology College is included or not in the forecast capacity in the area.

Pent Valley currently offers 180 places per year group, giving 900 places for pupils in Years 7 to 11. Also, it offers Post 16 provision. The current Commissioning Plan (2016-20) includes this capacity. The next iteration, which will be drafted in the coming weeks, will remove this capacity. Using the existing Plan's forecast figures and removing Pent Valley's capacity results in a 50 place deficit in Year 7 in 2018/19. This rises to a 122 place deficit in 2019/20 and to a 128 place shortfall in 2020/21 in Year 7. By 2021/22 there will be a 443 place shortfall in secondary school places. Allowing for a surplus to support parental preference (Kent seeks a 5% operating surplus), we will need 720 places by 2021/22.

It is important to appreciate that in both 2015/16 and 2016/17 we have seen a greater number of applications for places in Shepway secondary schools than forecast. This has been driven by a greater proportion of the Year 6 cohort in Shepway expressing first preferences for one of its secondary schools. In 2013/14 the figure was 85%. In 2015/16 it rose to 98%. The effect of this in 2015/16 was 37 more Year 7's joining Shepway secondary school rolls than forecast (3.6%). For admission in 2016/17 we have seen 101 more first preference Year 7 applications for Shepway secondary schools than the forecast roll number. This will increase future forecast numbers as our forecasts are trend based. It means the numbers above are conservative.

Additionally, housing development has commenced in West Folkestone at Shorncliffe Garrison (1,000+ new homes), Martello Lakes (1,000+ homes) and is due to start at Folkestone Seafront (1,000+ homes). These will generate further demand, on top of that from less significant developments.

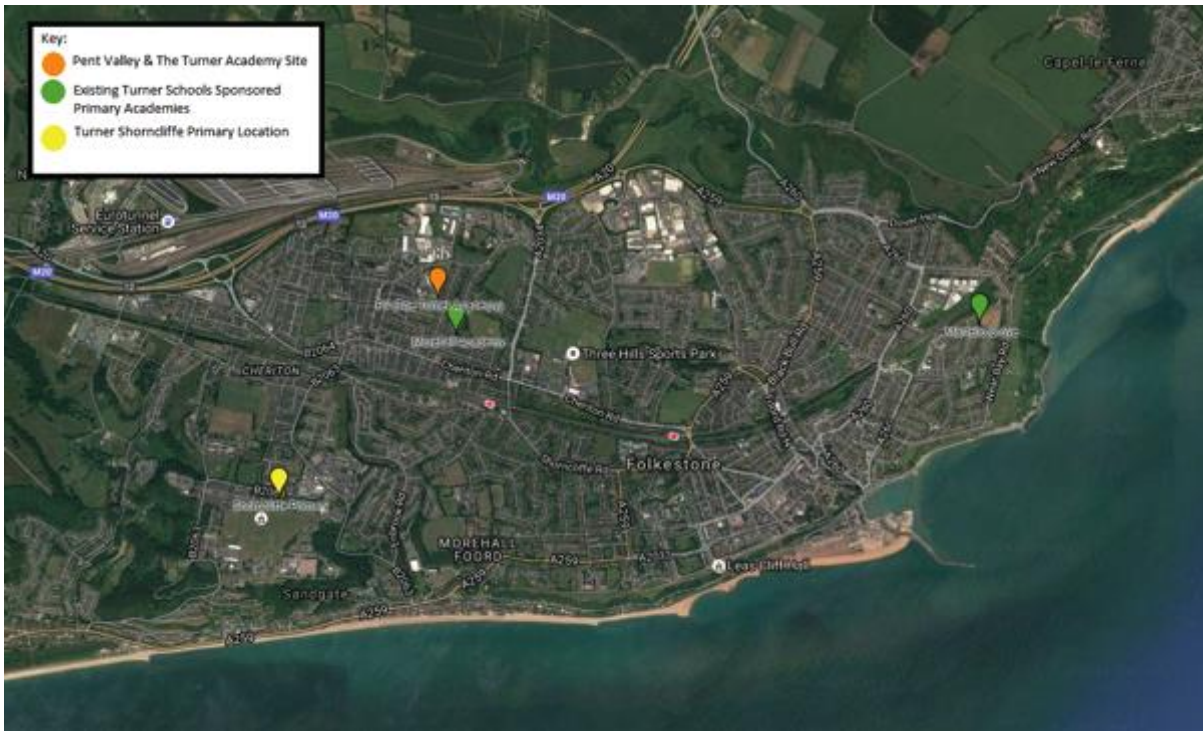
You have asked about primary provision. The Plan identifies the need for a new school. This will be located in Shorncliffe Garrison. The Developer will provide a site and, together with contributions from Folkestone Seafront, the capital to build the school. Currently, therefore, I do not see the need for a new secondary school to incorporate a primary element. However, this may change over time as Shepway District Council determine their future housing land allocations. This process is at an early stage and we are currently assessing the impact. Any need which arises will apply in the next decade.

Please contact me if you need any further information.

Yours sincerely



Map showing the envisioned Turner Schools 'ring of excellence'



Stakeholder Letters of Support:

FOLKESTONE NEPALESE COMMUNITY

23 September 2016

Dear Department for Education,

I write to you as representative of the Folkestone Nepalese Community (FNC). We are so pleased Dr Saxton is here and wanting to help our community through better schools.

The Turner Schools plans have been shared within the community here and are generating plenty of interest with our beloved people.

We like the idea of teaching toleration and integration. We welcome a school where our international heritage and the contribution Nepalese have made to this country are welcomed. More than these things, we are pleased Dr Saxton wants to give our young grammar school standards but without selection, and help them get to university or into good local employers.

Yours sincerely,

[Redacted signature block]

Maha Rai - General Secretary Folkestone Nepalese Community Tel : 077334 55320
Email : rai_maha@hotmail.com
www.folkestonenepalese.co.uk

On 22 Sep 2016, at 22:45, A [REDACTED]

[REDACTED]

Further to our recent conversation regarding secondary school provision in Cheriton, Folkestone I would like to reiterate that it is my opinion that a new community based secondary school is urgently required in the locality. Cheriton has a strong community feel the area is presently missing the facilities & sign posting provided by the previous school on the site.

Additionally, being so close to the Channel Tunnel & an army barracks the potential focus on language acquisition will be a vital element in securing key employment skills for young people & their families. The recent closure of the [REDACTED] resulted in young people from the local community no longer having access to vocational & skills based qualifications. This also comes at a time when a large housing development is presently under construction & the local Gurkha regiment have been tasked with expanding their battalion.

The vision articulated by Turner Schools has in my opinion match carefully the needs and aspirations of this very diverse & growing community.

kind regards

[REDACTED]

[REDACTED]
Cheriton Primary School
Folkestone
Kent
CT20 3EP

[REDACTED]



For the attention of the Department for Education, Free Schools team.

I am writing to you as the Principal of Morehall Academy, the nearest provision to the site of the proposed Turner Academy Folkestone, at the former Pent Valley location.

As well as being geographically close, our pupils have a long history of working alongside Pent Valley staff and pupils and we were saddened to hear that the school would be closing as they supported us with more able pupils, sport and holiday clubs to name a few; provision that my parents were always in favour of supporting.

As you will be aware, Morehall Academy has grown in strength in recent years and now provides a consistent education for all of its pupils. I am confident that we will continue to develop as we embrace the challenges that the new curriculum and expectations bring.

Earlier in the summer I, and my Local Governing Body, were delighted to learn that Turner Schools would be our new sponsor in January 2017. Morehall prides itself on being inclusive, challenging and nurturing and I believe that the new sponsor will support these values. Our site is extensive and has great potential to expand learning opportunities for our pupils, again this is an area I believe Turner Schools will champion and the links within our community can only strengthen if we use our site to its best. A consequence of this is clearly that our pupils can experience what's on offer in their community beyond their front door.

When pupils leave primary school, the jump to secondary can be large for some. In my experience learning is lost in those first few months as children try to familiarise themselves with a new routine and structure as well as contending with the social side. If Turner Schools were successful in the bid for the existing Pent Valley school, we would be able to offer a smooth and consistent journey for our pupils by mirroring the values and high expectations that we hold. Our parent community would support this too as Morehall is a community school, the majority of families grew up locally and have done for a number of generations. A secondary provision within walking distance that offers the high standard of education that their children deserve will be a winning combination.

In conclusion, I was concerned to hear that Pent Valley was closing and am now excited at the prospect that we could work so closely with the secondary provision on our doorstep. If Turner Schools were successful in their bid, I would be delighted for Morehall to be a pivotal part of the future.



Principal: Ms H Evans

Morehall Academy
Chart Road
Folkestone
Kent
CT19 4TN

☎ 01303 225128
✉ Office@lilacsky
@morehall.kent.sch.uk
morehall.lilacskyschools.co.uk



21st September 2016

For the attention of the Department for Education Free Schools Team,

This is to state that in my role as Senior leader of Cheriton Baptist Church, School governor for Cheriton Primary School, Community and Voluntary Sector representative for the Local Children's Partnership Group, Trustee of Seapoint Canoe and Kayak Centre and as an active member of the wider Folkestone community, I support the plans of [REDACTED] and Turner Schools to deliver a secondary school which will transform academic standards, while building belonging and community cohesion through an inclusive and ambitious school.

From the weekly work that we do as a church with children and young people and the work of the Urban Pastors team, I see at first hand the need for a sense of meaning, purpose and tolerance in our community at large, and young people in particular.

I have met with Jo on a number of occasions, and she has worked hard over the previous months to reach out to a variety of community groups ranging from Cheriton's Nepali community, the army, primary parents and local employers.

[REDACTED]

Yours sincerely
[REDACTED]

Cheriton Baptist Church, Quested Road, Folkestone, Kent, CT19 4BY | 01303 278 717 |
info@cheritonbaptist.co.uk | www.cheritonbaptist.co.uk
Twitter: @cheritonbaptist | facebook.com/cheritonbaptist



Free Schools Team
Department for Education

To Whom It May Concern

21 September 2016

Dear Sir/Madam

Turner Schools Proposal

As a Folkestone-based, international employer, Holiday Extras is enthusiastic about [redacted] and the Turner Schools' proposals to develop local young people into the future workforce we need, specifically with modern languages skills.

On any given day you can hear my colleagues using French, German, Dutch and Italian in our offices. We look forward, therefore, to the prospect of sharing our enthusiasm for languages with 'The Turner' and its pupils, and having some involvement in improving professional employment locally even further.



We take the hassle, you take the holiday

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On 27 Sep 2016, at 12:11, [REDACTED]

For the Attention of the Free Schools Application Team, Department for Education

[REDACTED]
[REDACTED]

At Eurotunnel we employ many local staff but many are unable to progress through the organisation because their language skills are limited.

It is also unacceptable that so many local young people leave school for futures limited to care or manual labour.

The prospect, therefore, of a nearby school developing highly literate, numerate, French (and other language) speaking young people, who could supplement our workforce of the future is an exciting one and something we support.

In addition, the [REDACTED] is our physical neighbour, so the potential for meaningful partnerships is enormous.

Sincerely

[REDACTED]

Eurotunnel Folkestone Terminal

Ashford Road

Folkestone

Kent

CT18 8XY

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by the Financial Conduct Authority.

From: [REDACTED]

Subject: RE: Supporting Secondary School proposal

Date: 23 September 2016 at 14:01:49 BST

To: [REDACTED]

The vision for a new secondary school sponsored by Turner schools at [REDACTED] would fit with the EDF Energy ambitions.(see EDF Website)

Currently we support locals schools through STEM with ambassadors attending local schools. Schools visit for site tours. We have attended business fairs in the local area to talk to our prospective new recruits program.

When advertising for apprentices for our maintenance technicians we get the information into local schools where we can.

I can only see a form of partnership with a local school such as that proposed by Turner Schools to be of benefit to provide the station with a resource pool available who have the right qualifications for our requirements.

Current entry requirements are available on the EDF Energy Website – the minimum requirement is for 5 GCSE's which must me in Maths , English and 2 Science subjects.

The addition of French as a foreign language proposed as part of the curriculum by Turner Schools could only be seen as beneficial for future career progression within a company whose

parent company is based in France. We have to date had workers move to France to work and vice versa so the addition of language skills would be of benefit.

I believe our links to the community show our interest in such projects however to formalise such an arrangement would have to go through the appropriate channels.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

EDF Energy Generation

Dungeness B Power Station

Romney Marsh

Kent

TN29 9PX

[REDACTED]

<http://www.edfenergy.com>

Ask yourself whether you need a hard copy. If you do, print it double sided

The University of Buckingham

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info@buckingham.ac.uk

www.buckingham.ac.uk

9 September 2016

**Letter of Support for the Turner Schools bid to run the new secondary school required in Folkestone:
The Turner Academy**

FAO: Department for Education Free Schools Team

I am writing in support of Turner Schools' plan to run a secondary school in Kent. [REDACTED] vision for a school with high academic standards with excellent routes into employment for all students is compelling. [REDACTED] desire to place the teaching and learning of Modern Foreign Languages as a core component of its culture will only further benefit the students' employability in the region and further afield.

As one of the country's leading and largest University Schools of Education we would look forward to working in collaboration with The Turner Academy, especially in developing the teaching of Modern Foreign Languages. As a former Head Teacher and MFL Teacher I am personally committed to the learning of modern languages and can attest to its power to transform both aspiration and outcomes in schools.

Yours faithfully

[REDACTED]



Classics for All,
51, Achilles Road,
London NW6 1DZ

09 September 2015



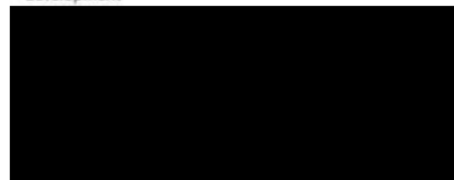
It was very good to hear about the plans of Turner Schools to transform education standards in the Kent area and I was delighted to hear that the schools will have a strong emphasis on the learning of languages and Classics.

As you already know, at Classics for All we are committed to reviving the study of Classics in primary and secondary schools, especially in areas of deprivation. We have done so with some success over the past 5 years, bringing Classics to over 500 schools across the UK.

Evaluation evidence from schools supported suggests that the introduction of ancient languages and history in the primary sector is giving pupils a critical insight into the cultural roots of the modern world as well as improving their literacy skills.

We would be happy to work in partnership with you and offer financial support to bring Classics to schools in the multi-academy trust and beyond, starting with some initial training support for primary school teachers to teach Latin using the Minimus course.

I look forward to working with you and wish you success with this exciting development



Classics for All is a Registered Charity (number 1125279) and a Company Limited by Guarantee (Company Number 7182909) registered in England and Wales

25 September 2016



By Email

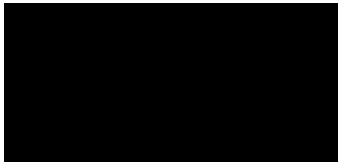
For the Attention of the Free Schools Application Team, Department for Education

I write to confirm that [REDACTED] Turner Schools and I have begun to consider how best to meet the needs of Folkestone's young people seeking a technical education from 16, and possibly 14, through a partnership for a stream of the proposed Turner Academy Folkestone.

There is a strong rationale for this, as no other provider in Shepway is directing young towards skilled technical futures, and we would be delighted to collaborate with Turner Schools in delivering this as a meaningful alternative to an academic university route for The Turner's pupils.

East Kent College is committed to ensuring that technical pathways are available for the young people of East Kent and am delighted that Turner Schools share our philosophy. On this basis I am pleased to support their application.

Yours sincerely



From: [REDACTED]

Subject: re: Secondary School bid by Turner Schools

Date: 23 September 2016 at 14:36:43 BST

To: [REDACTED]

[REDACTED]

I am sorry for not getting back to you sooner, a lot of our emails find themselves in SPAM, not sure why!

[REDACTED] Valley.

Kent Invicta Chamber has an exclusive arm - Young Chamber, which works within the business community and education sector to bridge skills gaps and make links with employers.

Young Chamber has extensive knowledge and understanding in this field and works with schools across Kent on providing knowledge and understanding for Careers and apprenticeship opportunities locally for schools and its young people.

Turner Schools have spent time discussing with the Chamber of Commerce the local demographic profiles of the schools, the curriculum and the employer links for young people and feel that this would be an excellent opportunity to work together in the future.

We would be happy to support them in Kent and believe by working together we could provide better focus for the future of the young people and businesses within the community".

Is this enough for you or would you like more?

Best wishes

[REDACTED]



Company Registration Details: Company Limited By Guarantee, Registered in England No. 2794615. Registered Office: Ashford Business Point, Waterbrook Avenue, Sevington, Ashford, Kent. TN24 0LH


Consultation Leaflet:

The Turner Academy Folkestone:


*An ambitious,
inclusive new school
for Folkestone*

Get in touch...

www.turnerschools.com
enquiries@turnerschools.com



Please return to:
Turner Schools
c/o Morehall Academy
Chart Road
Folkestone
CT19 4PN



The Turner Academy

*An ambitious, inclusive new
secondary school for Folkestone*



About the school

- ✓ Turner Schools is proposing to open the new secondary school that Folkestone needs.
- ✓ The Turner Academy would be for children aged 11 to 18. It would be located on Surrenden Road, where Pent Valley is closing down. The Turner Academy would open for Year 7 pupils in September 2018.
- ✓ The school plans to be a small secondary school with 120 pupils per year. It will be fully comprehensive.
- ✓ The Turner Academy will deliver an academic curriculum to all pupils regardless of background and ability.
- ✓ We plan to teach everyone a modern foreign language well enough that it will help at university or in employment.
- ✓ At Key Stage 3 all children will study a broad and balanced curriculum, learning a core body of knowledge in English, Maths, Humanities, Arts, Science and Sport.
- ✓ Everyone will learn the joy of reading, and to become enthusiastic and committed learners. In this way we expect everyone will achieve between 9 and 10 academic GCSEs, and that many will stay with us to study for A Levels in the 6th Form.
- ✓ As pupils progress through the school we will introduce them to the world of work, including apprenticeships, and to university opportunities.

About our true education vision

At Turner Schools we believe that education has the power to transform lives, and so communities. As Dr Martin Luther King put it, "intelligence plus character - that is the goal of true education". Accordingly, The Turner Academy is committed to helping all pupils succeed in education and in life.

About this expression of interest

We are currently collecting expressions of interest from parents of children in Year 4 and Year 5 of primary school in order to measure support for this school.

If you would consider sending your child(ren) to this school please complete the facing form (or visit our website www.turnerschools.com to register your interest).

Please note: Completing this form and registering interest does not commit you to anything. You will still be free to choose whichever school is right for your child(ren) when the time comes.

We will not share this data with anyone, apart from the Department for Education as part of our application for the new school.

Expression of interest form for parents

Name: _____

Email: _____

Postcode: _____

My child is currently in Year 4 or Year 5 and I would select the Turner Academy for my child(ren).

I am interested in finding out more information before I sign this form.

My child is younger than Year 4 or Year 5 but I would like to be kept up to date with news about the Turner Academy.

None of the above, but I am interested in the project.

Web consultation at:

Press sample:

SPECIAL PAGES 20-21

New dawn for doomed secondary

by Matt Leclere
mieclere@thekmgroup.co.uk
@Matt_Leclere

At least two parties are interested in running a new Pent Valley School, it has been revealed.

It comes as a new academy trust which has taken over two Folkestone primary schools



announced it was looking into submitting a bid to reopen the Surrenden Road school with a focus on modern languages in 2018. Kent County Council

announced it wanted to shut the school last year and despite parents battling to prevent closure, only Year 11 and 13 pupils will be taught from September before a full closure next August.

Turner Schools has emerged as one of those wanting to run Pent Valley. The group's chief executive Jo Saxton said: "It will be innovative using modern foreign language skills to prepare young people."

Full story page 3



Protesters lobbying KCC before a full cabinet meeting about the school's future

Reaction of parents' campaign

Folkestone Pent Valley parents had been fighting the closure and been preparing a local campaign. The Save Pent Valley group is hoping to launch a legal case against Kent County Council's closure and been preparing a local campaign. The Save Pent Valley group is hoping to launch a legal case against Kent County Council's closure and been preparing a local campaign. The Save Pent Valley group is hoping to launch a legal case against Kent County Council's closure and been preparing a local campaign.

Trust's academy plan offers stay of execution for college

by Matt Leclere
mleclere@thekmgrou.co.uk
@Matt_Leclere

A new dawn for Pent Valley is on the horizon after it emerged at least two parties are eyeing up taking over the Folkestone school.

The Surrenden Road school shut to all but Years 11 and 12 when term finished last month following Kent County Council's decision to close it.

But it was revealed this week that Turner Schools - a new academy trust based in Canterbury - is preparing a bid to the Department for Education to set up a new school that would specialise in modern languages.

KCC education bosses have already stated their preference to see a free school open on the site, with the authority's education chief, Patrick Leeson, saying it had to be away from "the Pent Valley brand". It is expected Turner Schools' bid will be submitted to the government in September, with a view to opening in September 2018.

The trust already runs the Morehall Academy primary school and Martillo Green Academy after confirming it had taken over from Latic Sky Schools Academies Trust. It is proposed the new Pent Valley would take 120 pupils in each year, and would retain the existing building on the site.

Jo Saxton, chief executive of Turner Schools, said the school's working name would be 'Turner Academy Folkestone'. She added: "While the school will serve the local community and families, this marks a fresh start and so a new name is appropriate. It will be innovative, using



Folkestone Pent Valley College and Turner Schools' chief executive Jo Saxton



Picture: Paul Area / Express / Turner Schools

'This represents a brilliant opportunity to secure the futures of local young people'

to prepare young people for university and further education courses, apprenticeships and



employment routes that may not otherwise be open to them. "Whilst we are focusing on French at present, we are also considering adding further languages to our specialist

"With a number of local employers for whom the French language is important, and the fact that on a clear day we can see France from Folkestone, this represents a brilliant opportunity to secure the futures of local young people in the post-Brexit world."

Dr Saxton also spoke about the benefits of having two primary schools under the trust's umbrella.

"An all-through route is popular with families at Morehall Academy," she said. "While pupils tend to like it pastorally speaking, academically they benefit from a consistent curriculum, avoiding repetition."

What do you think? Write to Folkestone & Hythe Express, 34-36 North Street, Ashford, Kent, TN24 8JH or email folkestone@express.thekmgrou.co.uk

Final decision 'rests with the secretary of state'

At least two interested parties have come forward to run a new school at Pent Valley, it has been confirmed. Kent County Council revealed it was aware of the involvement ahead of the latest round of

applications to the government this September, but would not comment on individual bids. It said: "Swale Academies Trust are still providing leadership at Pent Valley. Teaching, support and pastoral

staff are in place and the school will function as normal. Support was in place for the pupils in Years 7, 8 and 9, who will be moving to a new school, and to the pupils in Year 11, who will be moving into post-16 education.

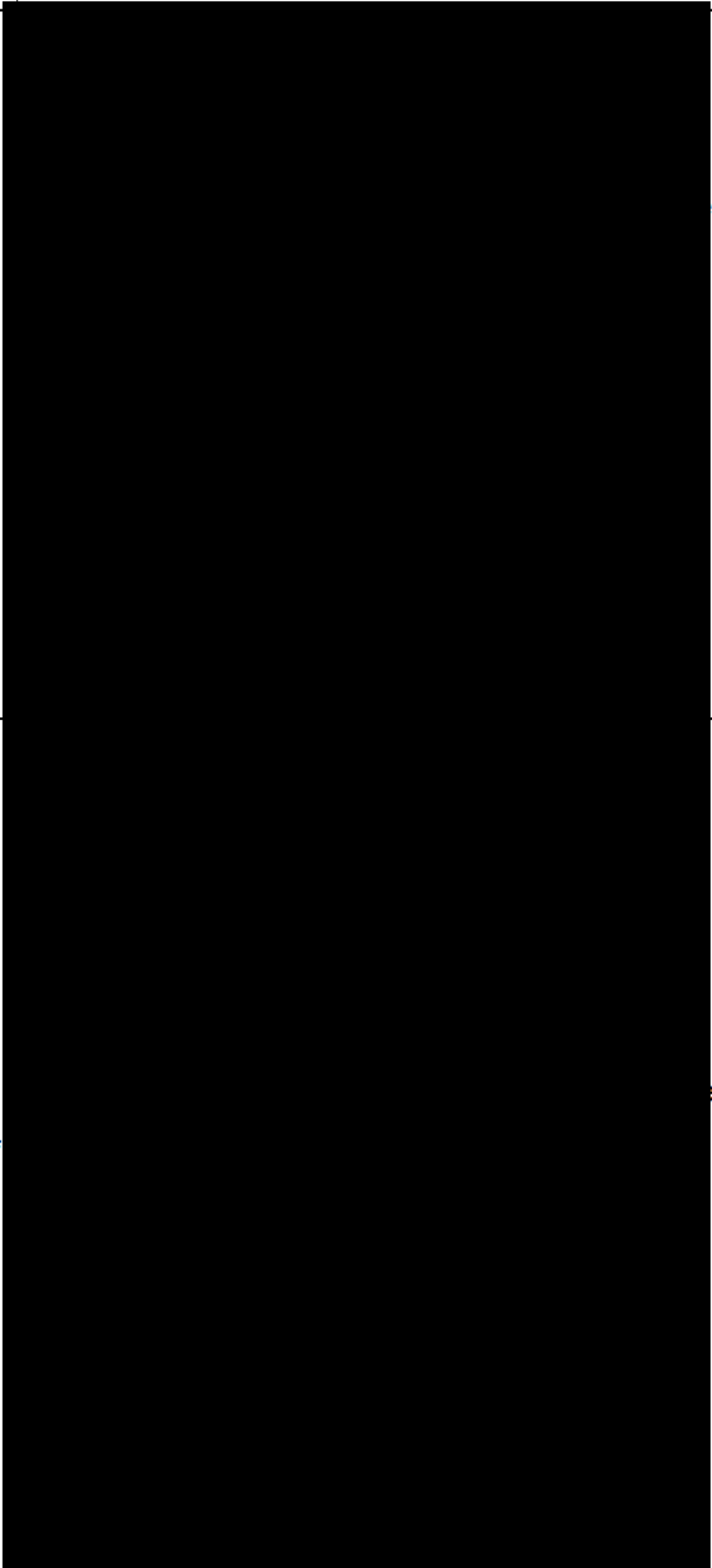
"Anyone can put a business case forward to open a school to the Department for Education.

"We would expect to work closely with any potential sponsor but the final decision as to who is successful in bidding for the school rests with the secretary of state."

CV template

CV template	
1	Name
2	Area of expertise (i.e. education or finance)
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications

CV template		
	are maintained	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications. 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> 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 	

CV template		
	including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

CV template	
8	Reference names(s) and contact details

Table showing evidence of standards in Folkestone secondary schools (compiled from DfE Performance tables)

	Type of school	Pupil Nos.	% Ever6FSM	% EAL	% 5A*-C +E&M	% EBacc Entry	% EBacc	% E6FSM 5A*-C +E&M	% E6FSM EBacc	% EAL 5A*-C +E&M	% EAL EBacc	% Uni
Folkestone Academy	Comprehensive	1,891	46	9	41	4	3	25	1	29	0	35
The Harvey Grammar School	Grammar	890	9	9	95	53	42	100	31	100	58	63
Folkestone School for Girls	Grammar	1,079	12	7	100	75	65	100	44	100	90	61
Brockhill performing Arts College	Comprehensive	789	27	0	43	36	5	68	3	Supp	Supp	35
Astor College	Comprehensive	1001	38	5	29	0	0	22	0	0	0	-
National		3,184,728	29.4	15	53.8	-	22.9	-	-	-	-	58



Department
for Education

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