Department for Education

Application form to set up a mainstream free school

Published: June 2018

Insert the name of your free school(s) below using BLOCK CAPITALS
CHILMINGTON GREEN SECONDARY ACADEMY

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The application form explained

Before starting work on your application, please ensure that you have read the how to apply guide carefully as this sets out the criteria by which your application will be judged. Each criterion includes information you must provide for your proposal to be assessed. All criteria are important and you should complete your entire application with care and consideration.

If you do not provide the relevant information in your application for any of the criteria, or we judge that the information provided in any section of your application is weak when assessed against the criteria, it is likely that we will not assess the rest of the application and your application will be rejected.

Submitting Sections A to H

Completed applications to open a free school should be submitted by **midday on 5 November 2018.** This should include the completed Word and Excel application forms and the financial template (where appropriate).

Please use the application checklist in the Word application form to ensure you have completed all the relevant details and are submitting the application correctly. **All documents should be received by the specified deadline in order for them to be considered.**

Submit **your application by email** to: FS.applications@education.gov.uk. Please title your email as follows: **Free School Application – [insert Free School Name].** Your email should not exceed 9 megabytes in size; anything larger will not be delivered. **If the application is larger than 9 megabytes**, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).

In addition, send two hard copies by a guaranteed delivery method (applications may be hand delivered) to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Electronic files must:

- be identical to the hard copies submitted by mail; and,
- include the name of your proposed school in the file name of both your Word and Excel documents.

Application forms should:

- be no longer than 100 pages;
- be formatted for printing on A4 paper;
- be completed in Arial 12-point font;

- include page numbers;
- be in Word and Excel files – not PDF;
- not include any comments or tracked changes; and
- not include photographs, images or logos (other than any map(s), if relevant).

The contents of the financial template and Excel application form are excluded from the page limit. Annexes are also excluded from the page limit and should be restricted to CVs of key individuals and marketing leaflets.

Submitting Section I

We require a Section I Suitability and Declarations form for each member and trustee of the academy trust, as well as the principal designate (when appointed) who has not submitted this form within the past 365 days. Please provide details of any individuals who have already submitted Section I forms within this time period: this should include their names, their role and position of each such individual within the trust. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gov.uk stating the name of the school in the subject line.

Data protection

Please see Annex H of the how to apply guide for full information about how we will use your personal data. Personal data is collected on the Word and Excel application forms in order that the Department for Education can consider the application to set up a free school. The Department for Education is the data controller for personal information collected on the Word and Excel application forms and for ensuring that this information is processed in accordance with the requirements of data protection legislation. Any third parties processing personal information on behalf of the Department for Education will be acting as its data processors.

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the data protection legislation. For the purpose of this project, the processing is lawful because it is necessary for the department to carry out this work and use the information for the purpose of approving wave 13 school applications.

Please note that the Department for Education is committed to being as transparent as possible. As such, if your application to set up a new school is successful, the Department for Education will publish the successful application on gov.uk. The following information will be redacted from the application and will not be visible to the public: private addresses; private email addresses; private telephone numbers; commercially sensitive information; specific site locations; and CVs.

All other information, including the names of individuals and organisations mentioned in the application, will be published. Please notify any individuals or organisations that you have named in your application that their information will be processed by the Department for Education during the assessment stage, and that if successful, the application will be published on gov.uk as detailed above.

Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	x☐
2. Have you provided information on all of the following areas (where appropriate)?	
Section A – tell us who you are and your chosen school (Excel, do convert this file into a PDF)	x☐
Section B – evidence of need for a new school in the area	x☐
Section C – vision	x☐
Section D – engagement with parents and the local community	x☐
Section E – education plan	x☐
Section F – capacity and capability	x☐
Section G – financial viability (including the financial template where appropriate)	x☐
Section H – the proposed site (Excel, do convert this file into a PDF)	x☐
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	x☐
4. Have you fully completed the appropriate financial template where necessary?	x☐
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	x☐
6. **Re-applications only:** Have you changed your application in response to the written feedback you received?	☐

Task to complete	Yes
7. 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.gov.uk before the advertised deadline? Please send sections A, B and H as a separate attachment in Excel format. Your email should not exceed **9 megabytes** in size; anything larger will **not** be delivered. If the application is larger than 9 megabytes, please split the documents and send **two** (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).	x☐
8. 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, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	x☐

Section I of your application	Yes
9. Have you sent an email (of no more than 9 MB in size), titled: **Free School Application – [school name]** with: • a copy of Section A1 (tab 1 of the Excel template); • copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline?	x☐

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 all members of the trust are aware of the 7 principles of public life, and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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 Executive

Print name:

Date:

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

The application form

The information we ask you to provide in your application is proportionate to the experience of your group. For each criteria, different groups will be asked to provide different information. If you do not provide enough information in any section, your application is unlikely to be successful. Therefore, you will need to read each section of the how to apply guide carefully to ensure you provide the right evidence.

Section	Where you should provide the information	Information required of different applicants
A1 – Tell us who you are	Excel spreadsheet	All applicant groups must complete this section in full.
A2 – Your chosen school		All applicant groups must complete this section in full.
B1 – Evidence of basic need	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: • 16-19 provision (including a secondary school with a sixth form). • a nursery.
B2 – Need for good school places	Word form	If your proposal is not in a targeted local authority district, you will need to complete this section.
C – Vision	Word form	All applicant groups must complete this section. Additional information is required if: • you already have open schools. • you are proposing a primary or all-through school.
D – Engagement with parents and the local community	Word form	All applicant groups must complete this section. Additional information is required if you are proposing: • a nursery. • a designated faith school, a school registered with a religious ethos or a school with a distinctive educational philosophy or world view.

E1 – Curriculum plan	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E2 – Measuring pupil performance effectively and setting challenging expectations	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing.
E3 – Staffing	Word form	All applicant groups must complete this section. Different information is required depending on whether or not you currently run an open state-funded school of the same phase as the school that you are proposing. Additional information is required if: • your application includes a nursery. • you do not currently run any state-funded schools.
E4 – Integration and community cohesion	Word form	All applicant groups must complete this section. Additional information is required if: • you are applying to open a school with a religious character.
F1 – A strong track record	Word form	This section is only relevant to those applicants with at least one open state funded school.
F2 – The necessary experience and credentials to deliver the school to opening	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying to establish a faith designated free school.

F3 – An effective governance structure	Word form	Different information is required depending on whether you are a MAT or not. Additional information is required if you are applying for more than one school.
G – Financial viability	Financial template	If you have previously opened a free school, we will use data that we already hold to assess this section. If you have not previously opened a free school, you must complete this section in full. Additional information is required if your proposal includes a nursery.
H – The proposed site	Excel spreadsheet	All applicant groups must complete this section in full.
I – Suitability of applicants and due diligence checks	Section I Suitability and Declarations form	This section is relevant to all applicant groups.

Section A – Applicant details and outline of school (use Excel spreadsheet)

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

- Complete the Section A1 tab in the Excel spreadsheet;
- Complete the Section A2 tab in the Excel spreadsheet; and
- Refer to Section A of the how to apply guide for what should be included in this section.

Section B – Evidence of need for a new school in the area

We want to extend the free schools programme to the places that have so far not fully benefited. Wave 13 targets parts of the country where a new free school will have the greatest impact on improving outcomes.

As a result, to be approvable all applications must:

- be in one of the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the how to apply guide for a full list) **or, if not** in one of these areas, you must demonstrate that it is in a 'pocket' of low standards where there is a very strong case for a free school (more detail below); **AND**
- have demonstrable basic need for a high proportion of the school places that the free school will create.

This section asks you to evidence that there is a need for the school(s) you are proposing. We will use data held by the department, as well as additional information provided by local authorities, to support our assessment of the evidence provided in Section B. **All** applicants will need to complete this section for each school they wish to open. Please:

- Use the spaces provided in boxes B1 and B2;
- Include evidence as annexes; and
- Refer to Section B of the how to apply guide for what should be included.

B1 – Evidence of basic need

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

The population of Ashford will increase significantly between 2017 and 2026, generating the need for additional school places in the planning area of Ashford.

Table 1 shows an increase of 2,800 in the population for 0-15 year-olds, and an increase of 400 in the population of 16-19 year olds between 2017 and 2026.

Table 1:

Age-group	**0-15**		**16-19**		**16-64**		**65+**	
Year	**2017**	**2026**	**2017**	**2026**	**2017**	**2026**	**2017**	**2026**
Male	13,200	14,600	3,000	3,400	37,600	41,500	11,300	14,500
Female	12,900	14,400	2,900	3,300	39,100	42,700	13,500	16,700
Total	**26,100**	**28,900**	**5,900**	**6,700**	**76,700**	**84,200**	**24,800**	**31,100**

Source: Ashford Execonomic Profile 2017.

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

This results in a pressure on secondary school places across the county generally and in the Ashford North planning area (where the Chilmington Green Secondary Academy will be located) specifically. In both cases a deficit of school places in Year 7 is predicted by 2019-20 and a total deficit across Years' 7-11 predicted by 2021-22.

Chilmington Green development

KCC has already made the Department aware that Chilmington Green is a consented development of 5750 new homes, construction of which is already underway.

The application for the development proposes a range of housing types, sizes and tenures, extending from one bedroom flats to five bedroom detached houses (see Table 2). The indicative housing mix envisages over 70% of the dwellings being three bed or larger, meaning the majority of these will be targeted at/marketed to families. As a result, and given the oversubscription already experienced by other state schools in Ashford, there will be a clear need for the school places that would be provided by Chilmington Green Secondary Academy.

Table 2

House type	Percentage of development
1 bed flats	1.4%
2 bed flats	5.9%
2 bed houses	18.8%
3 bed houses	35.3%
4 bed houses	27.9%
5 bed houses	10.8%

Source: Kent County Council

Table 3 shows KCC's own projections of the likely additional pupil numbers generated by new developments which feed into the Ashford North secondary planning area. This indicates that 500 additional non-selective pupils could result from new housing in the Ashford North secondary planning area by 2022-23, increasing to 774 by 2024-25. This indicates more starkly the need for additional non-selective secondary school places in Chilmington Green.

Table 3

Expected new housing in the Ashford North Non-Selective secondary planning area *(showing component primary planning areas)*

Primary planning area code	Primary planning area name	Expected new dwellings (2017-21)	Expected primary pupil product (by 2022-23)	Expected secondary non-selective pupil product (by 2022-23)	Expected secondary non-selective pupil product (by 2024-25)

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

886AS02	Charing	371	112	52	77
886AS03	Ashford North	1,038	319	140	233
886AS04	Ashford Rural East	93	29	12	13
886AS05	Ashford East	1,435	449	197	292
886AS06	Ashford South	652	202	99	159
Total	-	**3,589**	**1,111**	**500**	**774**

Source: KCC

Table 4 shows that when this is added to underlying pupil demand, the forecast need for places exceeds capacity by 430 places in 2022-23, increasing to 769 places being required by 2024-25.

Table 4

Demand for secondary school places (Years 7-11) in the Ashford North Non-Selective and Ashford Selective secondary planning areas

Secondary planning area code	Secondary planning area name	Capacity SCAP 2018	Current pupils (2017-18)	Forecast pupils (by 2022-23)	Surplus capacity (by 2022-23)	Forecast pupils (by 2024-25)	Surplus capacity (by 2024-25)
886NS01	Ashford (North) Non-selective	3,790	3,156	4,220	-430	4,559	-769

Source: KCC

County-wide forecasts

Table 5 shows KCC forecasts relating to Year 7 places. (Amber highlighted cells indicate that the surplus is below 5%; red highlighted cells indicate a deficit.) These indicate a countywide deficit of 201 places compared to capacity in 2019-20, rising to a deficit of 2,356 by 2023-24. This is nearly 3,200 Y7 school places short of the 5% surplus local authorities are required to keep. The deficit in Ashford North is forecast to be 52 places in 2019-20, rising to 165 places by 2023-24.

Table 5 higlights the sustained pressure on Year 7 places across the county, indicating that new places created at Chilmington Green Secondary Academy in Ashford will not have a negative overall impact on the enrolment of pupils in other schools in Kent.

Table 5

School-based surplus / deficit capacity summary (Year 7)

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Planning group name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford North	758	94	49	-52	-81	-64	-99	-167	-165	758
Canterbury City	550	7	-49	-81	-119	-135	-191	-201	-198	530
Canterbury Coastal	625	105	117	74	28	36	-1	-16	23	618
Ashford South and Cranbrook	560	192	158	76	75	84	61	36	79	540
Dartford and Swanley	1,074	135	55	-39	-115	-165	-237	-300	-276	1,015
Dover	490	100	84	58	-3	-24	-21	-88	-73	480
Deal and Sandwich	445	79	63	30	-32	-3	-40	-74	-88	435
Folkestone and Hythe	598	52	15	7	-33	-28	-74	-61	-33	685
Faversham	230	8	-26	-23	-23	-44	-43	-56	-43	210
Gravesham and Longfield	1,321	113	26	-74	-104	-175	-182	-316	-269	1,234
Maidstone District	1,395	198	109	-132	-176	-214	-339	-429	-365	1,335
Malling	540	141	61	60	18	24	13	-6	-30	540
Romney Marsh	180	-10	-16	-14	-26	-21	-31	-21	-30	180
Sevenoaks and Borough Green	560	17	3	-35	-100	-130	-145	-148	-157	505
Isle of Sheppey	390	124	113	92	87	48	56	26	17	390
Sittingbourne	765	-35	-35	-104	-123	-187	-160	-266	-217	765
Thanet District	1,179	79	28	-54	-103	-102	-156	-211	-185	1,159
Tonbridge and Tunbridge Wells	1,544	149	56	13	-82	-135	-238	-241	-228	1,469
Kent	**13,204**	**1,548**	**809**	**-201**	**-911**	**-1,234**	**-1,826**	**-2,536**	**-2,236**	**12,848**

Table 6 sets out the forecasts across Y7-11. Surplus capacity drops below 5% from 2020-21. This turns into an absolute shortfall of 2,311 school places across the county from 2021-22, rising to a total of 11,185 places by 2024-25. This shortfall in capacity is projected to be in non-selective schools rather than the Grammar schools.

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

The Ashford North planning area forecast mirrors that of the county overall: surplus capacity is below 5% in 2020-21 and there is a deficit of 205 places in 2021-22, rising to 769 places by 2024-25. The LA plans to manage pressure on pupil numbers in the Ashford region with the support of existing schools until the proposed school in Chilmington Green opens in September 2022. The new school will help to meet the demand for additional places, without impacting negatively on other Kent schools.

Table 6

School-based surplus / deficit capacity summary (Years 7-11)

Planning group name	2017-18 capacity	2017-18 (A)	2018-19 (F)	2019-20 (F)	2020-21 (F)	2021-22 (F)	2022-23 (F)	2023-24 (F)	2024-25 (F)	2024-25 capacity
Ashford North	3,800	642	520	289	15	-205	-430	-652	-769	3,790
Canterbury City	2,670	-36	-86	-198	-394	-550	-768	-911	-1,017	2,650
Canterbury Coastal	3,021	450	490	466	354	252	133	6	-36	3,090
Ashford South and Cranbrook	2,710	720	781	691	598	510	399	282	293	2,700
Dartford and Swanley	4,852	708	510	280	-67	-441	-796	-1,125	-1,353	5,135
Dover	2,515	663	609	471	310	157	35	-154	-289	2,400
Deal and Sandwich	2,225	417	400	317	138	31	-92	-230	-352	2,175
Folkestone and Hythe	2,791	196	128	79	18	-41	-170	-252	-295	3,425
Faversham	1,070	141	55	-22	-78	-152	-218	-246	-261	1,050
Gravesham and Longfield	6,078	486	355	105	-141	-427	-724	-1,071	-1,270	6,170
Maidstone District	6,870	1,071	858	451	4	-511	-1,055	-1,602	-1,837	6,675
Malling	2,700	759	581	448	319	219	95	27	-68	2,700
Romney Marsh	900	89	17	-39	-85	-122	-141	-140	-156	900
Sevenoaks and Borough Green	2,585	115	46	-4	-121	-247	-402	-563	-697	2,525
Isle of Sheppey	1,950	636	589	567	514	436	351	263	185	1,950
Sittingbourne	3,630	-14	-102	-252	-391	-619	-806	-1,026	-1,123	3,825
Thanet District	5,621	563	411	152	-133	-383	-619	-843	-955	5,795
Tonbridge and Tunbridge Wells	7,488	936	711	457	185	-219	-612	-930	-1,185	7,345
Kent	**63,476**	**8,542**	**6,875**	**4,257**	**1,046**	**-2,311**	**-5,822**	**-9,167**	**-11,185**	**64,300**

Although Ashford South and Cranbrook planning group forecasts indicate significant surplus places for the same period KCC is clear that the surplus in this neighbouring

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

area cannot support the deficit in Ashford North. The two nearest schools in that planning district with empty places, Homewood School and High Weald Academy, are respectively abou [redacted] and in rural locations not easily accessible to the population in Ashford.

Table 7 shows the places available in those schools.

Table 7

DfE no. (Oct 18)	School	S/D Total 2018-19	S/D Total 2019-20	S/D Total 2020-21	S/D Total 2021-22	S/D Total 2022-23	S/D Total 2023-24	S/D Total 2024-25
5408	Homewood School and Sixth Form Centre	294	214	127	54	-71	-170	-167
4003	High Weald Academy	487	477	471	456	470	452	460

From September 2022 (the proposed opening date for the Chilmington Green School), only High Weald has surplus capacity. The school is in Cranbrook, an area that is poorly served by local transport, [redacted] It is highly unlikely parents living on the new Chilmington Green housing development would choose to send their children to school here, despite the surplus places. KCC are clear that the approval of the Chilmington Green Free School is essential to provide sufficient places to serve the growing population in Ashford.

Oversubscription in Ashford – Year 7 places

Table 8 provides the school application figures for Year 7 places in Ashford for 2018. Of the six state schools in and around the town of Ashford, four had at least twice the number of applicants as places while the remaining two had at least the number of applicants as places. As the places planning data indicates, pressure for places in these schools will only increase in the forthcoming years, reinforcing the basic need case for the Chilmington Green school.

Table 8

School Name	Distance to Chilmington Green	2018 Admissions	Intake	Apps	Offers
Highworth Grammar School	[redacted]	Ability, then distance	210	287	208
John Wallis Church of England Academy	[redacted]	Anglican Faith	210	461	210
Norton Knatchbull Grammar School	[redacted]	Ability, then distance	210	208	150

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

North School	[redacted]	Nearest school plus distance, then not nearest school plus distance	215	486	194
Towers School	[redacted]	Nearest school plus distance, then not nearest school plus distance	243	610	243
Wye School	[redacted]	Nearest school plus distance, then not nearest school plus distance	90	402	90

Basic Need for 6th Form places

Table 9 shows the capacity at sixth form in the Ashford area. Although the area currently has a significant surplus sixth form capacity, this is predominantly in just one non-selective school, Towers, and a deficit is projected by 2024-25.

Table 9

Demand for sixth form places in Ashford secondary schools (including schools in Ashford North (Non-Selective) and Ashford (Selective Grammar) planning areas)

School	Capacity SCAP 2018	Current roll (2017-18)	Surplus capacity (2017-18)	Forecast roll (2020-21)	Surplus capacity (2020-21)	Forecast roll (2024-25)	Surplus capacity (2024-25)
John Wallis CE Academy	250	175	75	192	58	238	12
The North School	176	152	24	163	13	198	-22
Towers School	350	185	165	224	126	272	78
Wye School	150	-	-	-	-	-	-
Highworth Grammar School	410	457	-47	495	-85	594	-184
Norton Knatchbull Grammar School	330	283	47	309	-21	371	-41
Total	**1,666**	**1,252**	**414**	**1,383**	**91**	**1,673**	**-157**

The boys and girls grammar schools are currently full. KCC anticipates these schools will need in excess of 200 additional places by 2024-25. The surplus across the non-selective schools is projected to reduce significantly between 2021-22 (197 surplus) and 2024-25 (68 surplus), and KCC expect this increased demand to be maintained beyond the current forecasts.

Sixth form provision at Wye School opened in September 2018. Although not full at present Kent CC anticipate it being popular and full within two years as the full-to-

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.
capacity year groups lower down the school reach sixth form age. Indeed, there will be insufficient provision if all 180 pupils in Years 10 and 11 wish to continue their post-16 education there. Given the rate at which surplus sixth form places in the non-selective schools reduce over time, a new sixth form provision will be required in Chilmington Green Secondary Academy. Assuming the school opens with just Year 7 in 2022, its sixth form would come on line in 2027, beyond the point of the current forecasts, but by which time KCC anticipate a deficit of sixth form places. A new sixth form will support both sufficiency of places and boost the post-16 offer in the area, which has traditionally been lacking compared to other areas of Kent.
Please tick to confirm that you have provided evidence as annexes: ☐

B2 – Need for good school places

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the how to apply guide for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a 'pocket' of low standards where there is a very strong case for a free school.

Ashford is in the third of local authority districts identified by the Department as having the lowest standards and lowest capacity to improve; on that basis there is clearly a need for improved educational provision in the area. The arrival of significant numbers of pupils in the area as a result of the new Chilmington Green development further exacerbates the need for good school places.

Although the criteria do not necessitate completion of section B2 United Learning has undertaken research into the local context to ensure a comprehensive understanding of the community which Chilmington Green Secondary Academy will serve.

KS4 results

Data from Kent County Council indicates that students in non-selective schools in Ashford have consistently performed below their peers both at county and national level over the last five years.

2014-16

Table 10 shows that pupils in Ashford achieved below both the Kent and national average in relation to key measures (% of pupils achieving English and Maths A*-C, % achieving the EBacc and % of pupils achieving 5+ subjects A*-C including English and maths) in each year 2014-16.

Kent's overall performance is skewed by the performance of its selective schools. In each year 2014-2016 pupils in non-selective schools achieve significantly below their peers in selective schools: around a 10 percentage point (ppt) gap in the % of pupils achieving the EBacc; at least a 40 ppt gap in the % of pupils achieving 5+ A*-C including English and maths. The trends at KS4 indicate poor outcomes for pupils in non-selective schools in the Ashford area.

Table 10

KS4 - ALL PUPILS	% Achieved English and Maths A*-C			% Achieving English Baccalaureate			% 5+ A*-C inc English and Maths		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Kent – State School	61.0	59.8	63.5	26.8	26.5	29.5	58.1	57.4	58.6
National - State School	58.9	59.2	62.6	24.2	24.3	24.5	56.8	57.3	56.8

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Selective	96.9	97.1	98.7	69.8	66.8	73.9	96.3	96.7	96.2
Non Selective	47.6	45.9	50.4	9.5	10.5	11.0	43.6	42.6	44.2
East Kent	53.0	52.4	57.8	21.9	24.3	24.3	49.8	49.1	52.7
North Kent	67.3	64.1	68.8	27.6	27.8	30.4	64.4	61.1	63.3
South Kent	56.9	54.7	56.9	20.9	21.0	23.1	53.5	52.3	52.2
Ashford	**56.6**	**55.7**	**58.6**	**25.4**	**26.5**	**28.7**	**54.7**	**52.2**	**52.6**
West Kent	68.5	67.6	69.2	37.4	31.9	37.8	65.9	65.2	64.6

Source: KCC data - CP 2014 to 2016 KS4 Final District Data.

2017

Table 11 shows that this picture has been sustained following the move to new performance measures and grading systems in 2017. Proportionally fewer pupils in Ashford achieved standard or strong passes in English or maths, or in both subjects combined. Additionally, Attainment 8 and Average Progress 8 scores were weaker for pupils in Ashford compared to Kent and national averages.

Table 11

Area/ District	Ave Attainment 8 Score	Ave Progress 8 Score	% Ach Strong Pass (Grade 9-5) in Eng & Maths	% Ach Standard Pass (Grade 9-4) in Eng & Maths	% Ach Strong Pass (Grade 5 or above) EBacc	% Ach Standard Pass (Grade 4 or above) E Bacc	% Ach Strong Pass (Grade 5 or above) Eng	% Ach Stan Pass (Grade 4 or above) Eng	% Ach Strong Pass (Grade 5 or above) Maths	% Ach Standard Pass (Grade 4 or above) Maths
National (State schools)	**46.4**	**-0.03**	**42.9**	**64.2**	**21.4**	**23.9**	**60.8**	**75.8**	**48.8**	**69.5**
Kent (State schools)	**46.3**	**-0.11**	**42.3**	**61.9**	**24.9**	**27.0**	**58.6**	**72.9**	**48.6**	**67.7**
East	**42.0**	**-0.29**	**31.5**	**51.8**	**16.9**	**18.9**	**47.6**	**63.5**	**40.7**	**60.6**
North	**47.6**	**-0.05**	**46.5**	**65.9**	**26.9**	**29.0**	**61.5**	**74.8**	**52.2**	**72.0**
South	**44.1**	**-0.16**	**37.0**	**57.7**	**21.1**	**23.4**	**54.7**	**70.2**	**42.1**	**62.7**
Ashford	44.4	-0.18	39.3	59.8	25.3	27.5	58.8	72.2	43.8	64.7
Dover	44.5	-0.21	36.3	57.8	18.7	21.0	53.2	69.0	42.5	64.1
Shepway	43.4	-0.06	34.7	54.7	18.7	21.1	51.0	69.3	39.2	58.1
West	**50.6**	**0.02**	**53.0**	**71.0**	**33.5**	**35.4**	**69.2**	**81.5**	**57.8**	**74.8**

Source: KCC data - CP 2017 KS4 Final District Data.

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2018

Table 12 provides provisional KS4 performance data for non-selective schools in Ashford for 2018. Results in the four non-selective schools closest to the Chilmington Green area were incredibly poor in 2018, all at least 17 ppts below the Kent average for the % of pupils achieving Grade 5 or above in English and maths. The average EBacc points score in each of these schools is also low when compared to the Kent and national averages, as are Progress 8 and Attainment 8 scores. The one school to buck these trends was Wye School, which United Learning opened in 2013 and which significantly outperformed its counterparts in the area on all measures in its first published results and also exceeded the Kent average.

Table 12

Schools	Homewood School	John Wallis CoE Acad	North School	Towers School	Wye School	LA average Kent
Progress 8 Score	-0.41	0.17	-0.26	-0.37	0.30	
Attainment 8 Score	37.3/37.2	39.8/39.6	36.7/38.1	39.1/35.6	46.8	46.4
Grade 5 or above Eng and Maths (%)	24/22	13/23	23/24	26/25	48	42.4
EBacc avg point score	3.07 (2018)	3.26	3.08	2.94	4.42	4.09
Pupils Entering EBacc	32/16	18/14	10/13	32/9	75	41.5

Source: Find and Compare Schools in England website.

The argument for the urgent need for good school places in Ashford is therefore strong. Historic trends for KS4 pupils in non-selective schools are below the county and national average in all key measures (with the exception of EBacc 4+ and 5+ in 2018). Furthermore, the schools closest to Chilmington Green have very poor outcomes; there is manifestly insufficient high quality provision to meet demand, given the forecast increase in pupil numbers. Thus, on the basis of KS4 evidence there is a clear need for good school places in Ashford.

KS5 Results

Although not as stark, KS5 figures for the period 2015-2017 in Kent, and in Ashford in particular, indicate that pupils in the area achieve poorer outcomes when compared to those nationally. Table 13 shows that, although there was a sharp increase in the number of pupils in Ashford (and Kent) achieving AAB or better at A-level in 2016, this dropped the following year in 2017 to levels similar to 2015. The % of pupils achieving AAB or better at A level was 3% below the Kent average and 3.4% below the national

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average. Average Points scores per entry in Ashford are closer to the figures for both pupils across Kent and nationally; however, the figures don't take into account the likely better performance of pupils in grammar schools compared to state schools.

Table 13

Area / District	A Level Students - % students achieving grades AAB or better at A level, of which at least two are in facilitating subjects				Academic Students - Academic APS per entry				Applied General Students - Applied General APS per entry			
	2015	2016	2017	Difference 2016 to 2017	2015	2016	2017	Difference 2016 to 2017	2015	2016	2017	Difference 2016 to 2017
Kent (State Schools)	12.9	17.0	15.5	-1.5	213.1	32.2	32.3	0.09	NP	37.0	39.4	2.4
National (State Schools)	13.1	15.6	16.0	0.4	213.8	31.0	31.7	0.62	NP	38.0	39.6	1.6
East	11.2	13.8	13.1	-0.7	206.7	29.2	29.7	0.5	NP	36.8	39.8	3.00
North	7.7	11.2	8.9	-2.3	210.8	32.4	33.4	1.00	NP	37.3	38.7	1.4
South	10.6	14.8	12.3	-2.5	208.1	30.3	28.9	-1.4	NP	36.8	38.6	1.8
Ashford	12.2	17.1	12.6	-4.5	215.0	31.6	30.3	-1.3	NP	35.3	36.5	1.2
West	18.2	22.1	20.9	-1.2	222.4	35.1	34.9	-0.2	NP	37.5	39.9	2.4

Source: KCC data - MA 2017 Post-16 Results Analysis.

2018

Table 14 provides the KS5 results for schools in the Ashford area in 2018, further reinforcing the need for good school places. While around a quarter of pupils at the two grammar schools in and around Ashford achieve AAB at A-level, the three non-selective schools closest to Chilmington Green had no pupils who achieved these grades. In addition, the average grade scores (C, D, E respectively) and average points

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for a student's best 3 A-levels for these non-selective schools are below the national average.

Table 14

School	% Ach AAB/higher (at least 2 facilitating subjects)	Grade/Points of student's best three A-levels	Progress
Highworth Grammar	23.6	B / 39.16	0.05 - Average
Cranbrook School (selective)	26.2	B / 40.11	0.09 - average
John Wallis Academy	0.0	D+ / 22.38	-0.25 - below average
The North School	0.0	C / 26.67	0.44 – above average
Towers School	0.0	E / 10.33	-0.11 - average
Homewood School	1.0	D / 21.11	-0.17 – below average
High Weald Academy	5.9	D+ / 21.96	-0.57 – well below avg
National	**14.3**	**C+ / 34.09**	**0.0 is the average**

Source: Find and Compare Schools in England website.

Both historic trends and the most recent data at KS5 therefore evidence the need for good sixth form schools places in Ashford. Current provision does not enable pupils to achieve results comparable to those achieved by pupils nationally. As a result, there is a clear need for non-selective schools which can provide quality academic provision at sixth form, supporting Ashford pupils to achieve their potential and progress to strong destinations post-19, particularly given the future expansion of the Ashford population. Chilmington Green Secondary Academy will provide these places; we can be confident that it will attract pupils from both the new housing development and existing families looking for improved provision when compared to schools already in the area.

Pupil premium evidence – disadvantaged pupils

Levels of deprivation in Kent are also indicative of the need for good school places, given that pupils in areas of deprivation tend to do less well than their counterparts living in more affluent areas.

A recent Select Committee report into the Pupil Premium published by Kent County Council indicates that, though levels of attainment for pupils supported by the deprivation element of Pupil Premium have improved over recent years, the performance of non-PP pupils has also improved, and thus the attainment gap for PP to non-PP pupils remains wide on all key measures.

- In EYFS (2017), the gap in the number of FSM children achieving a good level of development is 21% compared non-FSM children, above national average.

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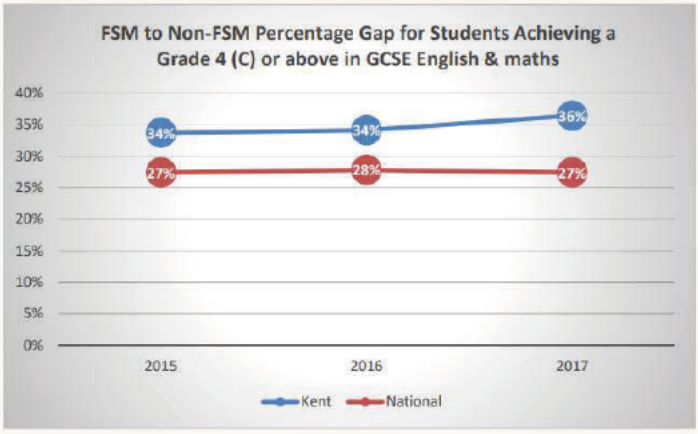
- In KS1 (2017), attainment gaps for FSM pupils in reading, writing and maths compared to non-FSM children are around 20%, above the national average.
- In KS2 (2017), attainment gaps for FSM pupils in reading, writing and maths combined compared to non-FSM children was 26%, which was above the England average of 22% and slightly higher than Kent the previous year.
- In KS4 (2017), the FSM gap for pupils achieving grade 4 or above in English and maths was 36.4%, compared to 27.4% nationally. Figure 4 shows how Kent's gap has widened slightly in recent years, and remains above the national average. *(Source: KCC Management Information Unit)*

Figure 4: FSM to non-FSM percentage gap for students achieving a grade 4 (C) or above in GCSE English and maths, Kent and national, 2017



In addition, the attainment gap in Kent does not always compare favourably with its statistical neighbours. While the gap in months between the attainment of disadvantaged pupils and the national average for non-disadvantaged pupils is narrower than its statistical neighbours in the Early Years, it widens and becomes greater in secondary schools.

Figure 5: Attainment gap in months between disadvantaged pupils and all other pupils in Kent and some of its statistical neighbouring local authorities (2016)

Local Authority	Early Years	Primary Schools	Secondary Schools
Kent	-2.8	-10.5	-23.7
Essex	-3.7	-9.4	-19.8
Buckinghamshire	-4.1	-7.9	-22.6
Lancashire	-4.4	-10.7	-22.9
Hampshire	-4.5	-7.8	-23.0

Source: Education Policy Institute (Aug 2017), Closing the Gap? Trends in Educational Attainment and Disadvantage, London

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Disadvantaged pupils in Kent clearly achieve worse educational outcomes than their non-disadvantaged peers. The gap for standards in English and maths is far above the gap nationally, while in general non-disadvantaged pupils are nearly 2 years behind their non-disadvantaged peers in terms of broader educational outcomes by the time they finish school.

The county wide deprivation figures are replicated at the local level in Ashford. Tables 15 and 16 show the % of children eligible for free school meals (FSM) in primaries and secondaries close to Chilmington Green.

Table 15

School	Miles from Chilmington Green	% eligible for FSM last 6 years (nat. average 24.9%)
John Wesley C of E Primary	1.4	16.9
Wyvern School	1.8	30.6
Ashford Oaks Community Primary School	2.3	50.9
Goldwyn School	2.6	61
Beaver Green Primary	2.7	47.8
St. Simon's Catholic Primary	2.7	20.9
Bethersden Primary	3.6	23.9
John Wallis Primary	3.9	42.7

Source: Find and Compare Schools in England.

Table 16

School	Miles from Chilmington Green	% eligible for FSM last 6 years (nat. average 29.1%)
John Wallis CofE Academy	3.8	42.7
The North School	4	32
Towers	4.7	34.4
Wye School	7.6	21.1
Homewood School	9.2	34.8
High Weald School	14.4	24.7

Source: Find and Compare Schools in England.

The high proportion of pupils eligible for FSM in schools locally, and poor outcomes for these pupils reinforces the need for strong new secondary school places in Kent. Ashford's non-selective schools are also some of the lower performing schools in the county on this measure. A United Learning-led new school in Chilmington Green will

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reduce the attainment gaps for disadvantaged children while providing a rounded education which allows all pupils to succeed.	
Please tick to confirm that you have provided evidence as annexes:	☐

If your proposal clearly does not meet the above criteria, it is unlikely to be assessed any further – regardless of the demand you are able to demonstrate for the school. Therefore, ensure that all evidence of need for your school is included in this section of your application.

Section C – Vision

Section C provides an opportunity for you to tell us about your vision for how you will achieve this in your school. You need to demonstrate that you really understand the needs of the children in the local area, including disadvantaged children, and how your proposed school will assist them to fulfil their potential and close the attainment gap. You should also set out what your free school would add to the wider schools system, including where it has an innovative way of doing things.

Note that you need to demonstrate in later sections that your vision is both deliverable and affordable within the funding allocated to free schools.

This section will need to be completed in full by **all** applicants. Applicants with open schools and those proposing primary or all-through schools must provide additional information.

Please:

- Use the space provided in box C1;
- Provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school; and
- Refer to Section C of the how to apply guide for what should be included in this section.

C1 – Vision

United Learning background

United Learning is one of the largest educational charities in the UK and has been running schools since its foundation in 1886 as part of a movement to provide secondary education for girls at a time when little was available. Uniquely we combine independent schools and challenging academies. In total there are 67 schools in the Group – 14 independents and 53 academies (20 primary, 29 secondary and 4 all through). We have over 7,000 employees and a [redacted]

We are committed to providing excellent education through which all students are able to progress, achieve and go on to succeed in life. Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond the organisation, in the interests of young people everywhere. We take seriously our goal of bringing out the 'best in everyone' by making a commitment to the students and communities we serve.

We are a nationally dispersed group for historic reasons. In recent years, we have been working to make sure that every one of our schools has at least one other United Learning school within close proximity. We are now working to ensure that all our secondary academies are in clusters of at least 3 schools, in order to ensure that as well as our extensive national capacity, all schools are locally supported as well.

C1 – Vision

Working alongside Wye School, Chilmington Green Secondary Academy will create an Ashford cluster and help us to extend the impact of our high quality educational provision for children in the area. The schools will also be able to achieve economies of scale in purchasing power and sharing staff where appropriate.

Chilmington Green Secondary Academy

Chilmington Green Secondary Academy will draw on best practice from the most successful schools within United Learning, operating within similar contexts, and will work alongside our successful academy near Ashford, Wye School, extending access to the excellent education we have been providing to children in this area over the last five years.

Chilmington Green Secondary Academy will be an all ability, co-educational school, with a maximum capacity 8FE in Y7-11, with a 240 place sixth form. In line with KCC pupil forecasts it will open in September 2022 with 4FE in Y7 and grow year on year until full. Intake will increase to at least 6FE by 2024 and remain stable until the first cohort has reached the end of Y11 in 2027. Further growth will depend on the completion of the housing development.

Our school will be established and run to maximise opportunities for all pupils to reach their full potential. It will be a brand new centre of excellence for 11-19 year olds in the area of population growth. Current provision in Ashford involves selection at 11+ and provides limited choice for parents wanting mixed or non-selective education. The local grammar schools are single sex, while children who do not pass the Kent Test are allocated to one of three 'High Schools' in the town. Two of these high schools are oversubscribed (the other being close to capacity). As shown in section B2, outcomes are significantly below national and local authority averages.

United Learning opened Wye School five years ago and the school has been a notable success, judged 'good' by Ofsted in 2015 and extremely popular with parents. Our vision for Wye was to bring about educational transformation and improved outcomes for pupils in a non-selective school, at a significantly faster rate than was being achieved in Ashford schools. Wye's first set of results in 2018 achieved 48% Grade 5 or above in English and Maths and a 0.30 Progress 8 score, putting it among the best performing non-selective schools in Kent. It was massively over-subscribed for Year 7 places starting in September 2018, with 402 applications for 90 places.

Chilmington Green Secondary Academy will build on this success and offer more strong academic provision for the growing population in Ashford. The two secondary schools closest to Chilmington Green serve existing communities in the south of Ashford; our school will serve the new development while providing a new, highly academic option for pupils who are unlikely to secure a place at Wye because they live too far away from the school, which is over 7 miles from Chilmington Green. Local results, coupled with growth in the town, indicate the need in Chilmington Green for the academy that United Learning will run.

Although the demographics of the new housing development the school will serve are not as yet clear, the fact it includes provision for at least 10% social housing indicates the intake will be a mixture of lower income families and more affluent professionals. Section B2 outlined the levels of poverty and underachievement prevalent in Ashford, which indicates the need for better schools in the area to tackle the attainment gap for disadvantaged pupils.

C1 – Vision

Our vision for Chilmington Green Secondary Academy will support disadvantaged children to achieve the best possible outcomes, whatever their ability, while delivering a rounded education where every pupil can achieve their potential, encapsulating our ethos of 'the best in everyone'.

Framework for Excellence

The school's vision will be based on United Learning's Framework for Excellence. The Framework encompasses what we, as a group, believe a truly excellent school looks like and sets out the principles which all our schools work to. School leaders will work with staff, pupils and the wider community to tailor these principles to the local context;

The Framework consists of five principles that will help us ensure **every student** is well-educated, has the **opportunity** to attend **university**, and is able to lead a **happy** and **fulfilled** life:

Best from Everyone: United Learning schools seek to bring out the best from everyone (pupils and staff). We have high expectations as we believe that with the right opportunities, everybody can succeed. Chilmington Green will be no different.

Powerful Knowledge: A mastery of language and fluent mathematical skill is a top priority for all our schools. We aim to prepare young people to lead successful lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Education with Character: Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service.

Leadership in Every Role: Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

Continuous Improvement: However good we are, we can be better. We constantly look for improvements, and implement them with pace. We look for ideas inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better. We always look at the evidence, and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are.

The United Learning Chilmington Green Secondary Academy will achieve this through:

- a focus on outstanding learning. Every decision will be made with the question in mind 'will this help the students to learn better and achieve more?'
- appointing and training world class staff from the local area and within United Learning.
- a commitment to staff wellbeing and development. We will invest in the long term career aspirations of staff and be mindful of workload when developing our approach to teaching and learning.
- no excuses for underachievement. We will adopt a 'child by child' approach – tracking, monitoring and intervening to ensure we identify barriers that may stand in the way of achievement, understand them in relation to our context and then

C1 – Vision

focus on breaking them down, one by one. There are no excuses. We will specialise in knowing our community and understanding how best to support all our learners.
- a relentless focus on the mastery of numeracy and literacy to allow students to flourish in all areas of the curriculum.
- an understanding that intelligence is not fixed, but can be grown through hard work, resilience and courage.
- a shared culture of high expectations around behavior, attitude, uniform and attendance. We will have disruption free lessons so no learning time is lost.
- ensuring that families of the community are involved their children's learning.
- offering a wide set of cultural experiences for children and their families.

The Chilmington Green sixth form will be based on United Learning's six pillars of sixth form provision. The pillars support excellent practice at KS5 and ensure that ambition, urgency and diligence is sustained throughout the two years of KS5. School leaders and United Learning staff commit to embed sixth form provision into whole school systems, expectations and standards and in school support. The six pillars are: leadership; curriculum and assessment; teaching; enrichment; ethos and student effort; and destinations after school. More detail is provided on the pillars in section E1.

Ethos and values

The ethos of the school will be rooted in the core United Learning values of:

- **Respect** for ourselves and others
- **Ambition** to achieve the best for ourselves and others
- **Confidence** to have the courage of our convictions and take risks in the right cause
- **Creativity** to imagine possibilities and make them real
- **Enthusiasm** to seek opportunity, find what is good and pursue talents and interests
- **Determination** to overcome obstacles and reach success

This ethos will establish a culture of success in the school which will be celebrated at every opportunity. These qualities will be promoted through the relationships which the pupils experience within the school as well as through the curriculum and the enrichment opportunities available.

The school will be committed to high standards and levels of achievement in all areas of academic and personal development. Pupils will be challenged to achieve through a culture of high expectations and the construction of rigorous frameworks that would encourage positive attitudes.

The school will be inclusive and will celebrate cultural diversity. It would seek to support any individual in the school who experiences obstacles to the realisation of their potential through strategies appropriate to their needs.

Section D – Engagement with parents and the local community

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

- Use the space provided in box D1;
- Include evidence as annexes; and
- Refer to Section D of the how to apply guide for what should be included in this section.

D1 – Successful engagement with parents and the local community
Chilmington Green Secondary Academy will predominantly serve the community which moves into the extensive new development planned adjacent to the proposed school site at the [redacted]. As such it has not been possible to canvas opinion from the immediate school community. However, in promoting the school we will draw on our extensive experience of having opened three previous Free Schools – one of those in the Ashford area – to ensure Chilmington Green Secondary Academy will be full to capacity at the point of opening and in subsequent years. Our experience tells us that there are key aspects in the pre-opening phase of Free School projects that are critical in order for the project to be a success: • **Creating a parent support group for the school.** This will be a key priority for United Learning in order to strengthen community support for the Free School. This group will support United Learning and, once appointed, the school's leadership team to promote the school in the new housing development. They will also be consulted on school plans to ensure there is community buy-in to the project. We are aware there has been opposition to the proposed housing development in Chilmington Green; school staff and our local parent group will therefore engage with the wider community to ensure the school is at the heart of the community and working for the benefit of all. We will draw on the experience and resource of the governing body at Wye School, who successfully engaged with the community around Wye and in the wider Ashford area to demonstrate the demand for a strong, highly academic non-selective school in the area. As a result, the new school quickly gained the community's confidence despite the lack of an established physical building prior to opening, and the school has welcomed a full cohort of children into each year group since opening its doors in September 2013. We understand the importance of engagement with parents and the future impact this has on learning. It will therefore be an essential part of our work both before and after the opening of the new academy. • **Early recruitment of the Headteacher.** This will ensure that prospective parents and pupils are confident in the leadership of the school. By recruiting

the Headteacher early in the process both they can be involved in public consultations to promote the school. They will also be able to begin detailed educational planning based on the vision for the school long before the school opens; this will ensure a clear message in terms of helping prospective students and parents to understand what kind of school they are choosing when they apply for school places in November 2021.

- **Partnership with local primary schools.** It is essential to build strong relationships with feeder primary schools for secondary free school projects. This will ensure the wider community is aware of the educational offer from Chilmington Green Secondary Academy and therefore improve chances of securing students. This process will also help build the relationships with primary providers which will be essential for developing transition processes for those primary students joining our school. This will be particularly important for the first cohort of students. If confirmed as the proposed sponsor we will start the process of building relationships with the feeder primaries as early as possible. We have have agreed to work with Stour Academy Trust – who operate one of the new primary schools which opened in 2018 to serve the Chilmington Green development - to discuss how we could work together for the mutual benefit of students in this community and support progression.
- **Partnership with local community groups.** There are community groups which

Our key messages will focus on: our vision and ethos; our strong local presence; relationships with parents, local staff, LA and local politicians, which reflect our passionate commitment to local community regeneration; our educational expertise and credible offer, including the attractice local partnership with Wye School; our strong project management support; our credibility through the work of ULT as a committed organisation to public sector delivery; experienced leadership and governors; and the offer of an intimate and family-orientated experience as students join the new school, which will be a totally inclusive community.

Marketing

Our marketing campaign will have the two principal objectives of creating awareness of the new school and engagement with parents and the local and wider communities. We know from our experience with Wye School that there is significant demand for new choices in secondary schooling in the area. In Chilmington Green, if confirmed as sponsor, we will begin by developing a website and marketing materials which reflect the broad vision for the school. These materials will be used to promote the school with key local institutions (primary schools, Sure Start centres and community groups) as well as directly with the growing local community developing in Chilmington Green and surrounding estates and villages.

Our experience with Wye tells us there is demand across the region for a United Learning school; many students travel to Wye from outside the school's immediate locality. We will therefore ensure we target the community across Ashford and the

surrounding countryside, not just the area to the south and west of the town closest to the proposed school site. We will also specifically target nearby areas with high proportions of pupils eligible for Free School Meals to ensure those families are aware of the school and see it as an attractive option for them.

We will then set up initial meetings with interested parties to discuss different elements of interest and relevance to local people. In our experience, these often relate to the school's educational vision; how the school will serve the local community, and; more practical considerations such as transport links to the new school, pressure on local services and traffic provision in the immediate surrounding area. Throughout this process we will work closely with local primary schools, KCC and the developers responsible for building the Chilmington Green housing development to ensure that:

- we are reaching as many local parents and students as possible, and;
- we provide opportunities to prospective parents and students to contribute to the detailed development of the school's vision and educational offering.

As we did for Wye School we will hold discussions with officers of nearby Parish Councils, Ashford Borough Council, Kent County Council and our local MP to canvas support for the new school. We have already held detailed discussions with KCC to secure basic need data which demonstrates the need for the school. We will maintain this close relationship and build others with local stakeholders to ensure we have a holistic view of the new school's place within the local context, thus enabling us to manage the opening more effectively.

Key marketing activities will include:

- **Website –** this will be developed by the United Learning marketing team and updated in liaison with input from the project team, supporter groups and headteacher, once appointed, as the project develops.
- **Newsletter & Leaflet Distribution –** these will be distributed door to door locally in Chilmington Green, across Ashford and in nearby villages, and in shops/community groups, to raise awareness about and communicate the vision for the school.
- **Survey Questionnaire –** surveys will be circulated in the local community to compile key data on prospective students and track returns. We will make this available via our website and it has also been distributed in a leaflet format.
- **Local community groups –** as with Wye, we will approach children's activity clubs (sports clubs, cubs/brownies, academic clubs) where organisers allow us to distribute information to parents.
- **Canvassing –** we will also target local family attractions in our efforts to raise awareness and enlist support from parents, including canvassing at the Stour Leisure Centre, Cineworld and County Square shopping centre in Ashford.
- **Public Relations** – we will contact all major forms of media with East Kent to make them aware of this project. We retain relationships with those organisation following the opening of Wye School.

D1 – Successful engagement with parents and the local community

- **Community Meetings –** we will hold regular and open community meetings to inform and engage with the local community. Locations for these will be determined as the Chilmington Green development is built and relationships are built with local partners. These meetings will address key project updates and other key topics and themes which arise through community discussions.
- **Local headteacher forums –** we will attend local meetings of headteachers at both primary and secondary level, where possible, to outline our plans for the school and to build relationships, particularly with primary schools. We will follow up contact with primary schools to ensure that we are able to distribute information about Chilmington Green Secondary Academy to primary parents across the borough of Ashford, and beyond.
- **Kent County Council – Local Education Authority (LA)** – we have engaged KCC in discussing the proposed school. They are supportive of United Learning bidding to be the chosen sponsor for the new Free School in Chilmington Green, and have provided us with local data on the school-age population to evidence the basic need for the school and performance data which indicates the even greater need for strong school places in the area. We will maintain this relationship if chosen to develop this project to ensure that KCC remains fully supportive of the new school and the design and build process goes as smoothly as possible.
- **Ashford Borough Council –** again, as we did with Wye, we will engage with local council leaders to discuss how the new school will help to meet the needs of the growing Ashford community. ABC was very supportive of the Wye School proposal put forward by United Learning and the local parent group – we would seek their support for Chilmington Green Secondary Academy.
- **County Council, Parish Council, member of Parliament –** the bodies mentioned here were also supportive of our desire to provide better choices for schooling in the area with Wye School. We would again liaise with them to make them aware of our plans and to ensure their support for the project.
- **Formal consultation –** if approved as chosen sponsor for the project, United Learning will lead formal public consultation meetings, as required by the DfE, with parents and community stakeholders. This will outline the vision for the school and serve to market the new local offer. Working with the ESFA and the building contractors we will also support consultation meetings with local residents outlining proposals for the new school building as required.

  Consultation processes are an extremely important part of the pre-opning phase of a new Free School, particularly in generating local community ownership/buy-in, collaboration and excitement about the possibility of a new Free School opportunity. We are therefore fully committed to ensuring that we will reach as wide an audience as possible when the project begins.

Within United Learning, we have an experienced Marketing department and staff who support the development of branding and marketing materials, along with websites, for all schools within the group. This team will have responsibility for Chilmington Green Secondary Academy and will be ably supported by local steering group members.

These personnel will work together with the project management team to ensure that our school staff have the resources required to promote their school and to let all local

parents know about our exciting new choice in Secondary education. We will achieve this by developing a distinctive and competitive positioning in the market place that is meaningful and relevant to our target market. Our objective is to create a distinctive brand with a strong reputation, thus ensuring the school becomes a top choice in the catchment area. This brand will be built around strong strategic (value, ethos, positioning) and executional equities (logo, name, colour palette, fonts).

Disadvantaged Groups

In line with United Learning's charitable objective to provide the best possible education from disadvantaged backgrounds, we will ensure that, in the marketing of Chilmington Green Secondary Academy, we target areas of the community with high proportions of disadvantaged children so that their schools and parents are aware of the new provision on offer. This data has been provided by KCC.

We will also develop links with local agencies or groups who provide direct services for disadvantaged and hard to reach children. These may include:

Kent Adoption Service. We will make them aware of our proposals and provided details of our newsletters, questionnaire and web address.

Kent Virtual School [redacted]

This is a portal which provides an integrated service for Looked After Children in Kent; the local office is based in Whitstable. They will be given details of our proposals.

Sure Start Children Centres We will make contact and provide information to the local Sure Start centres.

Suitability for a wide range of pupils: Our school will be designed for all ability intake. In our marketing we will target areas of deprivation not only in urban centres, but also in the more isolated villages.

We will also emphasise the comprehensive nature of the education provided by Chilmington Green Secondary Academy in all our presentations and publicity material. We strongly believe in communities learning together as a whole and will include the community, including our prospective students, in the detailed planning for the school curriculum to ensure it is relevant to the intake of our students and the context in which they live.

As is described more fully in both our vision statement and educational plan, a key part of our ethos is the provision of strong and holistic pastoral care. Chilmington Green Secondary Academy will offer a pastoral framework in which all children are nurtured and will reach their full potential. Of particular importance is our adoption of a strong activity programme to inspire and develop children, to promote self-esteem and to bring out the best in everyone. This will be made clear to all stakeholders to ensure they can

make an informed choice about whether or not to choose Chilmington Green Secondary Academy as the destination school for their children after primary school.

As noted in the vision section, our school will welcome pupils of all faiths and of none, and of all abilities. In this sense it will be truly inclusive and our diverse catchment will enable us to build strong ties within the wider community.

Community resource: Our interactions with all the communities we serve around the country are very much part of a two-way interaction providing mutual benefits to both our schools and the communities they serve. We intend the facilities of Chilmington Green Secondary Academy to be fully available to the public when not being utilised for teaching. The new school will provide an inspirational centre very suitable for community groups/clubs, workshops, summer schools and the continuing professional development of teachers. We would expect to run such activities at a modest profit, minimised when dealing with the local community to ensure fees for those groups are limited to ensure only cost receovery. Any income would be used to enhance the school's facilities. We will build excellent relations with local organisations and will be able to work together with Wye School and trustes external partners to provide a full range of suitable venues for activities. The school's sports centre, for example, will provide a unique asset for the new Chilmington Green housing development.

Community activities will be organised through our bursar's office. Operational leadership of Chilmington Green's community relations will sit with one of the appointed Assistant Principals who will oversee:

- The work of the bursar's office in facilitating community use of the school's accommodation and facilities
- The community education elements within the curriculum and, in particular, the use of the community and community agencies to support the school's specialism
- The work of the Heads of House and SENCO in utilising community agencies and services to support the pastoral and welfare systems within the school

At governor level, a member of the LGB will have a specific responsibility for community relationships and have the option of creating a sub-committee to support this area of work. This governor will work closely with the Assistant Principal responsible for Community relations and develop a clear plan for growing and sustaining a vibrant liaison between Chilmington Green Secondary Academy and its local community.

Looked after children

As a small but popular school, Wye has a higher than average proportion of LAC and it is likely that Chilmington Green would receive a similar proportion of LAC. Operating the two schools in close proximity would allow both to meet the needs of these pupils

D1 – Successful engagement with parents and the local community
even more effectively, potentially by developing a targeted inclusive provision that could serve both schools ***'Hard to reach' parts of the community*:** Recognising that some families, particularly from more deprived parts of the community, do not readily engage in school events and meetings we will use our local resources to continue to engage directly wherever possible. This often means one-to-one conversations and use of the our networks already established in the area. We are also mindful of the need to make sure we do not discriminate against anybody in line with the Equalities legislation – we will make every proactive attempt to engage with all the community, irrespective of sexual orientation, faith, gender, age or any other defining factor, treating all feedback and input fairly and equally. We will also make sure that should language (for those with English as a second language) be a constraining factor, we will find ways to overcome this. The above factors will ensure we have engaged extensively, and appropriately, with different aspects of the local community. Not only will all prospective parents and students be made aware of this new education offer; we will also garner support from within the wider community for the proposed school. As a result, we will ensure that Chilmington Green Secondary Academy is full from day one.

Section E – Education plan: part 1

In Section C you set out the overall vision for your school. Section E is about how you intend to deliver this educational vision in practice and make it a reality – using an evidence-based approach to implement your vision. We want to know how your school will deliver a high quality, inclusive education through a broad and balanced curriculum that will give all pupils the knowledge and skills they need to succeed and close the attainment and progress gaps.

You need to demonstrate a strong understanding of teacher recruitment and retention issues and show what mitigations you will put in place to ensure that you have the appropriate staff to deliver your curriculum effectively. Your education plan must be affordable within the funding allocated to free schools and consistent with your financial plans. You need to assure us that your proposed school will be inclusive and contribute to community cohesion.

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

- Use Table E(a) below; and
- Refer to Section E of the how to apply guide for what should be included in this section.

In the Table E(a), 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 to full capacity. Please add additional rows/columns if appropriate.

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

Table E(a)							
	Year of opening 2022-23	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	120	150	180	180	180	180	180
Year 8		120	150	180	180	180	180
Year 9			120	150	180	180	180
Year 10				120	150	180	180
Year 11					120	150	180
Year 12						70	90
Year 13							70
Totals	120	270	450	630	810	940	1060

Section E – Education plan: part 2

E1 – Curriculum plan

If you are applying for more than one school and they will be the same phase, please provide one version of Table E1. However, you should set out how your curriculum plan will be adapted for each school in response to differences between cohorts.

If any of the schools you are proposing will not have the same curriculum plan (e.g. different phase, curriculum, specialism, and/or approach to teaching and learning), you may find it simpler to provide more than one version of this section.

All applicants will need to complete this section, but you will need to give us different information depending on your group's experience and the type of provision you are proposing. Please:

- Complete Table E1 with subjects and hours, including any enrichment time;
- Use the space provided in box E1; and
- Refer to Section E1 of the how to apply guide for what should be included in this section.

Please note that you may find it useful to split this table and provide information relevant to each key stage that you are proposing.

Table E1 - Key Stage 3			
Subject/activity	**Periods per week**	**Compulsory/ voluntary**	**Comments**
English	5	Compulsory	
Mathematics	5	Compulsory	
Science	4	Compulsory	
History	2	Compulsory	
Geography	2	Compulsory	
RE	2	Compulsory	
PE	2	Compulsory	Lessons involve physical activity
MFL	2	Compulsory	One language
Art	3	Compulsory	1 each for drama, art and music
Technology	2	Compulsory	(Combination / carousel of Computing, Product Design, Food and Textiles)
PSHE	1	Compulsory	

Table E1 - Key Stage 4			
Subject/activity	**Periods per week**	**Compulsory/ voluntary**	**Comments**
English	5	Compulsory	(consider 1 double to allow for extended responses)
Mathematics	5	Compulsory	(consider 1 double to allow for extended assessments)
Science	5	Compulsory	(consider 1 double to allow for required practicals)
History or geography	3	Compulsory	
French or Spanish	3	Compulsory	
Option 1	3	Compulsory	Option choices derived from an open list including: Triple Science; Music; Drama; Art; Dance; PE/Sport; Information and design technology; an additional humanity; an additional language.
Option 2	3	Compulsory	
PE	2	Compulsory	
PSHE	1	Compulsory	

Length of school day, including any enrichment time.	**Chilmington Green Secondary Academy – school day** 8.00 – 8.50 Intervention, Enrichment, Breakfast Club 8.50 – 9.10 Form time/Assembly 9.10 – 10.00 Period 1 10.00 – 10.50 Period 2 10.50 – 11.10 Break 11.10 – 12.00 Period 3 12.00 – 12.50 Period 4 12.50 – 1.40 Lunch 1.40 – 2.30 Period 5 2.30 – 3.20 Period 6 3.30 – 4.30 Intervention, Enrichment, Homework Club, Detention

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Chilmington Green Secondary Academy will seek to bring about educational transformation by delivering better outcomes for pupils than those achieved by existing non-selective schools in Ashford. We will seek to address historic levels of underachievement and low educational standards through the development of integrated approaches across the age range. Our school will have high aspirations for all pupils, delivering broad experiences and high standards of Teaching and Learning.

We will model tChilmington Green Secondary Academy curriculum on principles which underpin United Learning's work across the country, not just one specific academy. We will look closely at the most successful schools which are either similar in size to the proposed Chilmington Green secondary or which serve student populations that resemble its' likely intake: Shoreham in West Sussex demonstrates our success in securing strong results in schools of similar size to Chilmington; Wye, meanwhile, is reflective of the mixed working class and more affluent population likely to end up living in the new development at Chilmington Green.

Table 17

Schools	Age-range	% eligible FSM (6 yrs)	% EAL	Absence (%)	Persistent Absence (%)	No. on roll
Shoreham	11-18	23	6.8	4.8	10.9	1616
Wye	11-18	21.1	5.3	5.3	11.2	316

Glenmoor and Winton Academies in Bournemouth also achieve notably strong outcomes for pupils in a comparable selective context to Chilmington Green, as all-ability schools in an area where many of the most able students attend selective provision. The progress 8 scores in both schools are well above average (1.05 in Glenmoor, 0.61 in Winton on the basis of provisional 2018 data).

The percentage of pupils achieving Grade 5 or above in English and maths was significantly higher than the national average in each of Wye, Shoreham, Glenmoor and Winton in the provisional 2018 data, as was the average EBacc points scores.

Table 18

Schools	Progress 8 Score	Grade 5 or above in Eng Maths (%)	EBacc avg point score	Ofsted
Shoreham	0.32	50	4.44	Outstanding (2012)
Glenmoor	1.05	77	4.97	Good (2018)
Winton	0.61	60	4.5	Good (2015)
Wye School	0.30	48	4.42	Good (2015)
National Avg	0	39.9	3.83	

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Curriculum Aims

United Learning has developed a core academic curriculum which we now expect all schools to provide within their coverage of the full national curriculum. The aim with our curriculum is to provide an excellent education for all our students, which brings out the best in all of them and prepares them for success in life. Chilmington Green Secondary Academy will therefore deliver a curriculum which provides children with the core knowledge they need for success in education and later life, maximises their cognitive development, develops the whole person and the talents of the individual and allows all children to become active citizens and economically self-sufficient.

Hundreds of United Learning teachers and leaders have been involved in developing the United Learning Curriculum on these key principles:

- **Entitlement** – We believe all children have the right to learn what is in our Curriculum; schools have a duty to ensure children are taught the whole of it.
- **Mastery** – We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year; teaching should not move on until this is achieved.
- **Stability** – We won't constantly amend the Curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise, and we constantly build assessments and teaching materials to support.
- **Concepts not context –** The Curriculum is intended as a concise specification of knowledge and content to be taught and learned; it is for schools and teachers to decide how to teach and bring it to life. Staff at Chilmington green Secondary Academy will decide how to do this.

Because the United Learning Curriculum is an 'entitlement curriculum', the new Academy's curriculum will go beyond this core, in a number of ways:

- **Breadth and depth within subjects** – Teachers will introduce concepts beyond the core which interest and inspire them in order to excite children about their subjects.
- **Subjects currently outside the 'core'** – The school will cover the full National Curriculum and other statutory responsibilities as well as the United Learning Curriculum.
- **Education with character –** Everything from which children learn in school – the taught subject timetable, the approach to spiritual, moral, social and cultural development, the co-curricular provision and the ethos and 'hidden curriculum' of the school – are to be seen as part of the school curriculum.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

The United Learning principle of 'Education with Character' will be delivered through the curriculum in this broadest sense.

- **Catch-up** – In order to allow the mastery approach to be effective (i.e. children learn what they are expected to in the year they are expected to), early catch up is essential: we aim that all students catch up with age related expectations by the end of Y8 so that they can access the full curriculum.

Articulating the Curriculum

All United Learning schools must articulate their curriculum in a clear and meaningful way so that pupils, teachers, parents and leaders understand the purpose and principles that underpin the curriculum. The Chilmington Green Secondary Academy will therefore communicate the following to students, staff and parents:

- **Intent (the intended curriculum):**
  - What are the aims of our curriculum?

See above – breadth and depth within subjects; subjects outside the 'core'; education with character; catch-up.

  - How is the curriculum sequenced in each subject? What is the rationale?

Each subject will be sequenced so it starts with the common building blocks that all students need to be able to understand both the higher level concepts in that subject and the wider curriculum generally. Each subject adds depth and breadth as it embeds its building blocks, returning to earlier concepts at a higher level and challenging concepts that earlier were taught as assumed truth.

  - What knowledge, skills and understanding do we expect pupils to cover in each subject, year and term, and how do you support pupils in retaining and developing this understanding over time?

Each common curriculum is characterised by defining the essential teaching and learning each subject covers in a given year group and expressing outcomes of that learning through assessment measures known as key performance indicators (KPIs). KPIs are not the things that will be taught; rather, curriculum content is taught and the KPIs are the means by which we measure achievement of the content. Periodic assessment of the KPIs means our focus will be on what has and hasn't been learnt in the subject and from this evidence we shape teaching more precisely to reteach, extend or move on appropriately. KPIs are assigned to a subject and a year group and make it possible to define age related subject expectations.

- **Implementation (the enacted curriculum):**

  - How do we support teachers in delivering the curriculum e.g. schemes of work and other curriculum resources?

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

United Learning has subject advisors who deliver training in the Common Curriculum and who plan common programmes of study with resources for teaching and assessment. They place these shared resources on United Learning hub, an internet resource that all United Learning employees can access. The hub holds resources to support teaching the common curriculum for each subject including; exemplification of standards, common assessments, teaching resources and videos to support the teaching of difficult concepts. Teachers from each subject in different schools are encouraged and enabled to meet and share best practice.

- How do we enable pupils and parents to explore the curriculum outside of the classroom e.g. knowledge organisers, HegartyMaths?

The curriculum (see content below) will be outlined on the school website and knowledge organisers provided so that parents and pupils know the key knowledge that each subject will cover each term. Homework and revision tasks will be placed on Show My Homework to enable pupils and parents to add to their classwork, as well as the use of Hegarty Maths to provide targeted and assessed support with maths work.

- How do lessons support the acquisition and retention of knowledge over time?

Subject specialism will be at the heart of our curriculum and alongside the expert knowledge of our own teachers we will also work with United Learning subject advisors. As a mastery curriculum our students study fewer topics in greater depth, aiming for secure understanding so that the curriculum progressively builds knowledge for each subject over time. Lessons build on prior learning and are built on Barak Rosenshine's Principles of Instruction.

- How do we ensure that all pupils access to the same challenging curriculum no matter which class they are in or which teacher they have?

The United Learning common curriculum ensures a common standard of lesson planning. Our common and moderated assessments mean classes and pupils who fall behind can be quickly identified and action taken to address any gaps. Lower attainers are supported to achieve understanding through scaffolding and differentiation. Higher attainers are encouraged to dig deeper and produce work with greater depth and flair through use of challenging questioning and extended writing tasks.

- How do we ensure that pupils who arrive at secondary school significantly below age related expectations catch up and keep up with their peers?

To ensure the mastery approach is effective - that students learn what they need to learn in the year they need to learn it - catch-up is essential. To aid this we promptly identify students who start in Year 7 without a secure grasp of reading, writing and

mathematics and implement support to enable them to access the curriculum. This support will include one to one and small group teaching where necessary.

- **Impact (the assessed curriculum):**
  - How do we assess pupils' knowledge, skills and understanding to ensure that what has been taught has been learnt and retained in long term memory?

See section E3 below

  - How do pupils, and different groups of pupils, progress through the curriculum e.g. between key stages?

See the "United Learning Curriculum" section below

The United Learning Curriculum

We have a common curriculum across our schools in the following subjects:

• English • Mathematics • Science	• History • Geography • MFL	• PE and Health • Music • Computing

Expectations in delivering the curriculum

United Learning sets out the following expectations as to how to organise teaching in order to deliver the curriculum and implement the principles highlighted above. The Chilmington Secondary Academy will adhere to these expectations.

- We expect schools to provide the full National Curriculum throughout KS3, including PE, RE, music, art, and a selection of technology subjects.
- In order to do this, we expect schools to retain a three year KS3. This means students do not drop subjects before the end of Y9; the full content of the Curriculum is taught before moving to GCSE content in those subjects.
- Science will be allocated at least 180 minutes teaching time per week at KS3.

Moving into KS4, pupils will be encouraged to take subjects which keep their options as open as possible for A level, university and employment, that the timetable therefore allows pupils to select core academic subjects in combination and that time allocations are sufficient to enable children to succeed at GCSE.

- In KS4 students take 9 GCSEs: English Lanuage, English Literature, Maths, Double Science, a humanities, a MFL, plus two option choices from an open list including Triple Science; Music; Drama; Art; Dance; PE/Sport; technology; an additional humanity; an additional language.
- In KS4, (double) science will be allocated at least 5 periods per week.
- In KS4, we expect triple science to be allocated additional time, ideally through being chosen as an option and receiving an extra 3 periods of teaching time.
- In KS4, we expect music and art to be offered as options.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- We expect schools to aim for 90-95% Progress 8 compliance (i.e. English x2 and Maths; any 3 subjects from EBacc element; any 3 subjects open element).
- We expect students to be able to select a language *and* a humanities subject at KS4, so that all students for whom it is suitable can achieve the EBacc. Students for whom it is suitable should be able to take history *and* geography, or French *and* Spanish (NB we are not saying students *should* take two languages, or two humanities, but that the options process should allow this).
- We expect the teaching and assessment of Core PE at KS3 and KS4 to involve physical activity, not classroom theory.
- Our curriculum serves the education of our students, not points-scoring in league tables. We do not want young people to sit meaningless qualifications which do not help to take them anywhere.
- It is more important that children have enough teaching time to get good grades in the GCSEs they are taking than that they take lots of GCSEs. 9 GCSEs is enough (10 should be an absolute maximum).
- It is more important that everything offered at GCSE is of value, well taught and in financially viable group sizes than that there is a lot of choice.

The curricula set out in Tables E1 (KS3) and E1 (KS4) provide an example of a coherent 5-year curriculum that meets the expectations outlined above. Schools may wish to begin teaching KS4 content in Year 9 in subjects such as mathematics and science, provided that all necessary prior content has been taught. These curricula are based on a 30-period week but they can be adapted.

Sixth Form Pillars

United Learning has developed six pillars, or principles which set out our approach to sixth form provision. The pillars are set out below and support excellent practice at KS5. Underpinning these pillars will be a commitment from school leaders to embed the sixth form into whole school systems, expectations and standards, and from United Learning improvement teams to fully integrate KS5 within its programme of support for schools. Chilmington Green Secondary Academy will evidence this rigourous focus on high standards in the school's sixth form.

- **Leadership:** The Chilmington Green Sixth Form leaders will be supported in accumulating the knowledge and skills specific to KS5. The Heads of sixth form will be experienced in teaching A level successfully, and members of the senior team and will receive specific training and support to take on the role successfully. KS5 will receive due attention in SLT meetings and in the support and scrutiny provided by United Learning. The Chilmington Green Sixth Form leaders will collaborate with their counterparts in other schools, particularly within the Group.

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

- **Curriculum and assessment:** The curriculum will be thoughtfully designed to ensure that the right students are on the right courses. The sixth form at Chilmington Green will know its students and provide them with appropriate options rather than trying to be all things to all students, and each year 11 student will receive personalised and objective guidance on course choices, even if this means attending a different institution. The sixth form, at 240 students, will be of sufficient size that a reasonable selection of subjects can be offered in groups of a viable size. In each subject, students will know what they need to know; they will gradually accumulate the deep body of knowledge required for mastery of the subject. Systematic tracking will ensure that under-performance is promptly identified and tackled. Whether created through entry for AS or not, drive and focus will be created from before the start of year 12 and assessment practice is sufficiently strong to identify problems early.
- **Teaching:** Teachers teaching in the sixth form will have deep subject knowledge and will themselves have studied the subjects they are teaching at a higher level than A level. To teach in the Sixth Form is considered a privilege. With this privilege comes responsibility e.g. to keep abreast of developments in their subject and to give the additional time needed to students to enable them to succeed (including for example on results days). Teachers will be given the time to develop knowledge of their subject and the specification. 'No teacher teaches in isolation' i.e. teachers collaborate with other teachers of the same course, either within school, within United Learning, or outside of the Group. Sixth form tutors will know their tutees well, understand and strengthen their aspirations, challenge and support them across the curriculum, and set high expectations and 'go the extra mile'.
- **Ethos and student effort:** To learn in the sixth form is considered a privilege. With this privilege comes responsibility to work hard in lessons, study periods and at home. Teachers and leaders will set clear expectations for study periods and provide resources for pupils to work through on their own. They will hold students to account for this work until their exams (with a clear expectation that study periods will be used constructively). The sixth form will not compromise its expectations in the interests of being attractive to students – young people will exemplify all that is best about the school in their conduct, manners, confidence, articulacy, dress and demeanour.
- **Enrichment:** Students benefit from a rich co-curricular programme which includes a range of societies covering interests such as debating and current affairs. They are expected to engage meaningfully with this wider offer both to enhance their study of their examination subjects and to develop and learn beyond that programme. Students contribute to their school community, take responsibility and provide leadership of the student body; they serve the local community. The pastoral programme is tailored to the experiences of 16-18 year olds, covering issues such as sex and relationships; online safety; health and wellbeing, including mental health; drugs and alcohol; personal financial

management; democracy and extremism. Students are supported to grow as responsible young adults preparing to take a place in society.

- **Destinations:** Young people will be encouraged to aim high and given meaningful and practical guidance as to the options open to them and the steps they need to take to achieve their goals. Chilmington Green will understand well options for university entry, careers and employment-based training opportunities and will communicates these impartially and effectively and support students to develop their own knowledge, understanding and thinking. There is a coherent timeline of support for careers and university access, delivered by leaders, teachers and appropriate external speakers and support all of whom have secure knowledge of Higher Education, apprenticeships and careers. Young people are supported to visit universities and the school engages well with higher education and widening participation opportunities, including promoting the highest status and most selective universities to their highest achieving students. Specialist support is provided on A Level results day to ensure that each student secures their best possible employment or educational destination.

In all these areas the academy's leaders will also have the opportunity to learn from the excellent sixth form provision and practitioners in our independent schools. They will benefit from the collaboration that is being developed across the group year on year. Our independent Ashford School is located in very close proximity to Chilmington Green, which will render such collaboration and sharing of strong practice easy.

Courses offered in the sixth form would include the following (this list is not exhaustive and staff at Chilmington Green Secondary Academy will work with colleagues at Wye School to determine whether it is possible to run sixth form courses that can be accessed by students at both schools, thus allowing the schools to offer more subjects):

Academic: facilitating	Academic
English Literature	Music
Maths	Art
Further Maths	Government and Politics
Physics	Economics
Chemistry	Psychology
Biology	Sociology
Languages	PE
History	Religious Studies
Geography	

E2 – Measuring pupil performance effectively and setting challenging expectations

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 need to give us different information depending on the experience of your group. Please:

- Use the space provided in box E2; and
- Refer to Section E2 of the how to apply guide for what should be included in this section.

E2 – Measuring pupil performance effectively and setting challenging expectations

- **Context/background**

The United Learning curriculum is based on the concept of mastery. As such, students are expected to gradually develop a deep understanding of key knowledge and skills in each subject.

- Our approach to assessment acknowledges the difference between formative assessment and summative assessment, and the distinct function of each:
  - **i)** **Formative assessment** seeks to identify specific things that students can and cannot do, so students and teachers know whether pupils are secure and can move on, or whether additional practice/teaching is required.
  - **ii)** **Summative assessment** seeks to answer bigger questions about how well pupils are doing, for example by comparing the performance of 1 pupil to his/her peers. As a large group of schools we can support schools with this as our assessments can be taken by thousands of pupils. For such comparisons to be meaningful pupils will need to take the same assessment in the same conditions (known as standardised testing). This suits some subjects more than others.
- Our intention is to promote efficient assessment practice which does not create unnecessary work for teachers and leaders. We are mindful that "Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school" (Ofsted clarification for schools).
- All secondary academies in United Learning follow the format of United Learning assessment and principles on the principles on which they are based. The Chilmington Green Secondary Academy will be no different.a

Formative Assessment

E2 – Measuring pupil performance effectively and setting challenging expectations

- The vast majority of the feedback that students at Chilmington Green will receive in Key Stage 3 will be incremental, formative feedback focused on the basic elements of each subject, captured in our KPIs.
- Classroom teachers will record informally whether pupils have met or not met the KPIs to inform their planning. In subjects where limited information can be captured through standardised testing (e.g. PE and Music/Performing Arts) we expect teachers to track pupils' achievement of KPIs instead of their performance in summative assessments.
- Schools are not encouraged to aggregate how many KPIs have been met or not met and use these to make claims about progress – summative assessment is better placed to do this (as noted above, KPIs are likely to play a more formal role in assessing subjects which are less suited to standardised testing).
- The exemplification produced by United Learning illustrates what performance in each KPI should look like by the end of the year and should be used to support formative assessment and moderation of summative assessment.
- Monitoring of marking and feedback will seek evidence of pupils' progress not teachers' marking.
- Ofsted ***does not*** expect to see a written record of verbal feedback provided to pupils by teachers.
- We encourage schools to use whole-class marking as an efficient way of providing feedback for all pupils

Summative Assessment*

- To ensure pupils make good progress through KS3 and KS4 and catch up to age-related standards where necessary, target setting at Chilmington Green will aim for all pupils to reach an age-related grade 4 in English and maths by the end of year 8 and to be within 6 months of their chronological reading age.
- To assist with progress tracking, an 'expected' grade for each pupil will be determined which broadly-speaking expects pupils to at least retain the position they had in the national distribution of attainment at the end of KS2 as they move through KS3 and KS4. The University of Durham's MidYis assessment provides helpful additional information about the baseline skills of incoming Y7 pupils and can help guide the support that pupils need.
- In 2018-19 we expect schools to take the following common assessments:
    - **English:**
        - End of year and mid-year for Y7, Y8, Y9 and Y10
        - Year 11 mocks in Nov/Dec and Feb/Mar
    - **Maths:**
        - End of year and mid-year for Y7, Y8, Y9 and Y10
        - Year 11 mocks in Nov/Dec and Feb/Mar
    - **Science:**
        - End of year for Y7, Y8, Y9 and Y10
        - Year 11 mocks in Nov/Dec and Feb/Mar

E2 – Measuring pupil performance effectively and setting challenging expectations

- **Geography:** End of year for Y7, Y8 and Y9
- **History:** End of year for Y7, Y8 and Y9
- **MFL:** End of year for Y7 and Y8

- Chilmington Green Secondary Academy will set its own assessment calendar based on the United Learning assessment schedule. The timing of summative assessments, data collection and communication with students and parents will be included in this and allow for timely reporting of data to Central Office according to the agreed deadlines. The time between the assessment period and data collection will allow for moderation within departments.
- Summative assessment will help us to answer:
  a. How is student X performing in relation to her starting point?
  b. How is student X performing in relation to age-related expectations?
  c. How is student X performing in relation to her peers?
  d. Are there any groups of students in need of particular attention e.g. Pupil Premium, boys, girls, high/middle/low attainers, SEND?
  e. Are there any subjects in need of particular attention?
  f. Are there any teachers who require particular support?
  g. In each subject, which parts of the curriculum are taught more effectively and less effectively?
- The assessment system should collect data that is proportional to its usefulness, avoid duplication and be mindful of workload. Summative assessments evaluate student learning at the conclusion of a defined teaching period and would not normally be used more than 3 times per year.
- It is important that students place high value on formal summative assessments and that they are provided with the time and resources to prepare effectively.
- Alongside other benchmarks (e.g. age-related standards), schools are encouraged to use rank order when analysing students' progress as this provides a clear and simple measure and encourages a transparent approach to assessment.
- While we think it's reasonable that teachers mark an end of year assessment for all of their pupils, we are mindful of the workload this creates. We mitigate this by:
  a. Minimising the frequency of our common assessments e.g. once or twice per year
  b. Ensuring our assessments can be marked swiftly, and providing guidance to teachers on how to do this
  c. Expecting school leaders to schedule their assessment calendars to allow sufficient time for marking end of year assessments
  d. Expecting school leaders to require less marking of books in the final half term to allow more time for marking of assessment papers.

*Summative assessment suits subjects where all pupils can take the same test in the same conditions and subjects where we can benchmark against established national standards. Subjects such as English, Maths, Science, History, Geography and MFL meet these requirements. Summative assessments are less meaningful in subjects

like PE, Art, Music, Drama and Design & Technology because (a) written assessment is less suited to these subjects and (b) with fewer pupils taking national exams in these subjects it is difficult to benchmark against national standards. Our Director of Sport and Director of Performing Arts can support your Heads of Department in making assessment meaningful in these subjects.

Setting Challenging expectations

A highly experienced and dedicated team of school leaders, educationalists and school improvement professionals support our secondary academies. Our **Director of Secondary Education** and **Regional Directors** line manage and support our headteachers, working closely with them to ensure they have the support they need whilst also holding them to account for outcomes. These leaders provide support across a range of school improvement areas and also work with leaders at the start of each year to set realistic, but challenging, targets both at school- and pupil-level.

Broadly speaking, our targets for Chilmington Green Secondary Academy will be:

- All students caught up to age related expectations by the EOY8 in English and maths and within six months of their chronological reading age
- No students leaving school as NEETS at year 11 or 13
- Residuals for progress 8 measure to be 0.5 and higher year on year for examination cohorts
- Expected progress at all key stages above the national standard
- All students to be achieving 8 results in the Attainment 8 measure year on year
- Student questionnaires to show 90% and above agreeing with all positive statements about the academy – using the Ofsted questionnaire twice yearly
- Parent questionnaire showing 85% and above agreeing with all positive statements about the academy – using the Ofsted questionnaire twice yearly
- Attendance above 96%
- Exclusions significantly below national levels
- All students applying for university to gain a place with a significant amount successfully going on to study at Russell Group universities

Reporting to Parents

- Less is more: data shared with parents will be clear and simple (test this out on your next-door neighbour – does the meaning jump from the page?)
- Where possible, parental reports will be provided towards the end of the year so that they can draw on the curriculum covered in the course of the year
- Reporting to parents should include the following data:
  a. **Achievement** - Stating in simple terms how a child is doing in each subject:
     i. How are they performing in relation to the rest of their year group? E.g. "Mia scored 85% in the end of year mathematics assessment. The school average was 65%. Mia came 15th out of 150 pupils."
     ii. Are they performing better now than when they started the year or key stage? E.g. "Based on her Key Stage 2 performance, Mia was 25th in the year group for mathematics when she joined us at the start of Year 7".
  b. **Attendance**

E2 – Measuring pupil performance effectively and setting challenging expectations
i. It will avoid stating the target as 95% - this might be the whole school target but to achieve this individual students should be seeking to achieve a higher attendance rate ii. For pupils with lower attendance, figures like 91% and 92% can seem high to the untrained eye. We will include the number of days missed as well as the overall percentage. c. **Behaviour/attitude to learning**, including homework d. What can parents do to **support their child** e.g. reading or HegartyMaths? An example report to parents can be seen at Annex 2

E3 – Staffing

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

You will need to make sure that the information provided in this section is consistent with that provided in the financial plan section (section G).

All applicants will need to complete this section, but you will need to give us different information depending on the experience of your group and whether your application includes a nursery. Please:

- Use space provided in box E3; and
- Refer to Section E3 of the how to apply guide for what should be included in this section.

E3 – Staffing
The staffing structure of Chilmington Green Secondary Academy shows an appropriate and phased build up of staff to facilitate the increasing size of the school over time from the point of opening, in line with planned student numbers and therefore reflecting financial resources. The final staffing structure in this school is sufficient to deliver the planned curriculum, affordable and appropriate to deliver the education vision. Our knowledge of running over 65 schools nationally has identified the need for clear and unambiguous structures with the school. The first draft staffing structure recognises the need to have structures which reflect the aim of securing effective learning and identify leadership roles. An organogram for the school structure as it grows can be seen in Annex 3. The structure sets out the structure of the senior leadership team and the faculties and areas of responsibilty they oversee. Table 19 below details specific posts for leaders, teachers, teaching assistants and support staff in the school and how staffing grows in the first seven years after opening. Staffing in the eighth year in the budget is proposed to be similar to staffing in Year 7 as pupil numbers do not change significantly. It should be noted that this structure is

suitable to resource anticipated pupil growth in Chilmington Green from 2022-2029 as envisaged by Kent County Council. The structure therefore anticipates welcoming a cohort of 4FE in the first year, 5FE in the second and 6FE in the third. Revisions would be made as the school grows to reflect actual pupil numbers. If the school eventually grew to 8FE then we would review staffing levels in every post to ensure they were appropriate.

Table 19

Chilmington Green Secondary Academy proposed staffing

Role	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Year 6 2027-28	Year 7 2028-29
Headteacher	1	1	1	1	1	1	1
Deputy Head	1	1	1	2	2	2	2
Asst Head	1	1	2	3	4	5	5
English HOD	1	1	1	1	1	1	1
Maths HOD	1	1	1	1	1	1	1
Science HOD	1	1	1	1	1	1	1
Humanities HOD	1	1	1	1	1	1	1
MFL HOD	0	0	1	1	1	1	1
PE HOD	0	0	0	1	1	1	1
Performing Arts HOD (Dance / Drama / Music)	0	0	0	0	1	1	1
Art and Design Tech HOD (Art / Tech / Computing)	0	0	0	0	1	1	1
Teacher	5	14	23.5	32	42	47	52
SENCO	0.2	0.5	1	1	1	1	1
TA	2	4	6	8	10	11	12
Exec Business Manager	0.1	0.1	0.5	0.5	0.5	0.5	0.5
Admin	1	1	2	3	4	4	4
Finance admin	1	1	1	1	1	1	1
Finance Officer	0	0	1	1	1	1	1
HR Officer	0	0	1	1	1	1	1
Caretaker	1	1	1	1	2	2	2
Facilities manager	0	0	1	1	1	1	1
Technology Senior Technician	0	0	0	1	1	1	1
Network manager	0	0	0	0	1	1	1
Data manager	0	0	1	1	1	1	1
Data assistant	0	0	0	0	1	1	1

E3 – Staffing

All posts will be full time apart from the Exec Business Manager – who will oversee administration teams both here and in Wye School. The SENCO will be part time in the first two years, going full time from the third year onwards as pupil numbers grow.

The Headteacher, one Deputy Head and one Assistant Head will provide leadership of teaching and learning, achievement and pastoral care in the first year. Responsibilities will slowly be distributed as appropriate across an additional Deputy and four more Assistant Heads as pupil numbers grow. The fifth Assistant Head appointed will act as head of Sixth Form. The school will begin with Heads of Department in English, maths, science and humanities, plus five teachers and one Teaching Assistant (4FE intake). Heads of Department will share more teaching responsibility in earlier years with additional Teachers and Teaching Asistants appointed as necessary each year that the school grows to support delivery of the curriculum. Specific teachers will be appointed as Heads of Year and report to Assistant Heads.

As with the leadership and teaching staff, the asministrationa and premises staff function will grow year on year. They will be overseen by the Exec Business Manager, who will report directly to the school's Headteacher. Levels of staffing have been benchmarked against similar United Learning schools.

Leadership, Management and Organisation

Effective leadership and management structures will be essential to exploiting the benefits of Chilmington Green Secondary Academy. The structure in the Academy will allow the Headteacher and the Senior Leadership Team to be truly strategic with responsibility focused on tackling the key barriers to attainment in the local area. At senior and middle leadership levels there will be posts with a clear accountability that runs throughout the school.

These leaders will be appointed to specific areas of responsibility related to teaching and learning throughout Chilmington Green Free School and will be expected to guarantee the seamless developments across the Key Stages. When the school is full individual roles for senior leaders will relate to:

- Achievement (Pupil tracking, Behaviour, Inclusion Performance Management)
- Progress (Data management, Examinations, Recording and Reporting)
- Teaching and Learning (Teaching & Learning, Curriculum, CPD, Staff wellbeing)
- Curriculum (Curriculum Development, CPD, Technology)
- Pastoral (SEN, Gifted students, Pastoral system, Rewards and Sanctions)
- Safeguarding (Safeguarding, Attendance, Community, Visits and Exchanges, Education with Character, Transition, Careers)

E3 – Staffing

Leaders, in particular the Headteacher, will be responsible for inducting members of staff. They will be supported in doing this by the United Learning Secondary team.

Career Professional Development

Chilmington Green Secondary Academy will offer enhanced opportunities for the recruitment, retention and deployment of all staff.

Most immediately, there will be unique development opportunities for staff who take on responsibility for this new school as it grows to full capacity; these staff will experience the full age range and gain invaluable insights into approaches and practices used with pupils of different ages. The school's founding members of staff will also have the chance to develop their hands-on skills and experience in key areas of management; as the school grows and additional staff are recruited they will gain opportunities to line manage staff in the delivery of these key areas.

Similarly, staff coming from outside the group will have the benefit of seeing how United Learning uses the breadth and depth of our expertise and resource to support leaders and teachers in their personal development, as well as in the collective management of excellent schools.

United Learning will work with leaders at Chilmington Green to ensure the academy develops a coherent and comprehensive programme of CPD. This school-based CPD programme will be supplemented by the activities offered by the central office and promote Group priorities (within the context of individual schools):

- Teaching and learning based on Rosenshine principles*, including subject-specific teaching;
- Leadership development and outstanding teacher programmes;
- Continuing to build our subject networks

**A detailed outline of the Rosenshine Principles and the evidence supporting them can be viewed here:* [redacted]

Rosenshine principles of teaching and learning

These principles summarise extremely well the evidence from good quality studies and from neuroscience about what makes for effective teaching.

We have adopted these principles because it helps us to support consistentcy in CPD and gives everyone clarity about what we think are the principles of excellent teaching. We are conscious that teachers hear different messages from different places. By adopting these principles we want to support teachers to teach in ways that the evidence shows are good in helping children to understand.

This does not mean that, as a group, we have a one-size–fits-all approach. The principles aren't about specific techniques or the teaching of particular types of subject

matter. We know that different children or groups of children sometimes need different teaching and support. The principles are a strong basis for teaching and learning because they can apply differently at different ages and in different subjects. They are consistent findings about what leads to genuine conceptual understanding and development in all circumstances, but they are principles not prescriptions.

Leadership

United Learning undertakes Group-wide leadership development work to enhance the quality of leadership at all levels across the Group. This allows individual schools and clusters of schools to identify talented leaders and deliver effective succession planning. This ensures that we develop a strong talent pool of leaders from which our schools benefit; the continued growth of the group means we can offer those talented leaders opportunities to progress in their career. We have in place programmes to support middle and senior leaders and Heads (who automatically join our Group-wide education forums, taking place half-termly). We draw on other schools within the group and commission external providers as necessary to provide targeted support.

As well as this focus on leadership support there will be opportunities for all teachers to develop teaching skills and subject knowledge. The secondary team supports clusters and individual schools to embed the principles of effective teaching which are enhancing consistency in the quality of teaching across the Group. In addition, we are also developing outstanding practitioner development pathways to provide opportunities for teachers who want to progress in their career but are less interested in progressing to formal leadership positions.

Due to our scale, and the fact that we have existing schools in the Ashford area, staff and leaders will also engage in relevant CPD opportunities via the local cluster with Wye School and Ashford Independent School as well as Group-wide opportunities planned centrally by United Learning. Such opportunities include:

- support networks for Heads of Department;
- subject-specific support for practitioners;
- support in teaching and learning pedagogy;
- initial teacher training programmes;
- Pupil premium networks;
- SEND and Inclusion networks;
- Support networks for business managers.

Performance management

Staff will also benefit from robust performance management procedures in the school. Every member of staff will receive an annual performance and development review,

working with their line manager to create and monitor SMART performance objectives. This enables staff to perform their job effectively while developing new skills and taking on, where appropriate, additional responsibilities. Ultimately this helps staff to progress in their career because the right support and training is put in place for staff, either at school or group level, to enable them to meet their performance targets.

Performance management will take place via the Headteacher and the United Learning Secondary team. The school's Regional Director within the United Learning Secondary Team will line manage the Headteacher; the Head will line manage their senior leaders. The line management responsibility for teachers and support staff will be shared by the Headteacher, Deputy Head and Assistant Head initially; as the school grows and further senior leaders are appointed line management will be streamline underneath the Head of School. Performance management will be carried out using the United Learning guidelines (please see guidance and proforma attached in). Every member of staff will have a designated line manager within the school.

Retention issues

United Learning recognises that staff retention is an issue across the teaching profession at local and national levels. The HR team within United Learning has conducted deep-dive reviews into this phenomenon with schools inside and outside the group, identifying the following key themes:

- Work/life balance and the well-being of teachers is a major issue;
- Resilience in teachers to cope with increasing demands on the teaching profession;
- Lack of flexible working opportunities in schools.

United Learning is now implementing strategies to alleviate the issues identified by the deep-dive review. These strategies include working with Heads to improve school culture and climate; providing trainers to deliver resilience support for NQTs; development and launch of a workforce planning model in schools.

As well as robust performance management systems United Learning actively collects feedback from staff through an annual Group-wide staff survey. This gives all staff the opportunity to reflect on working conditions and practices in their school and engagement in United Learning as a whole. The staff surveys helps us to identify what schools do well and issues that affect work life for teachers and non-teaching staff alike. Staff survey results are reviewed by the United Learning Secondary Team.

For example, effective practice in relation to promoting staff well-being was identified following the staff survey and has subsequently been shared with schools across the Group. The process has helped improve schools' understanding of the work life balance for staff and how to improve communication. As a result, many schools have

set up a Change Team to review the findings of their staff survey and oversee innovative responses to any challenges uncovered.

The staff at Chilmington Green Secondary Academy will have the opportunity to respond to the staff survey every year; the views of staff, and the contributions they can make to a healthy work environment, will be considered during pre-opening and embedded in the culture of the school from day one.

Recruitment

In order to attract and train strong teachers Chilmington Green Secondary Academy will work closely with their designated HR business partner from the outset. Support given by our HR team includes advice on recruitment and retention and staff structures.

United Learning has its' own national SCITT, United Teaching, setting the standard for excellence in education for United Learning Schools. The training course offered by the group leads to a Post Graduate Certificate in Education, and those who qualify and gain the United Teaching mark are guaranteed work within the Group. This is part of the group's long-term strategy to recruit and grow high quality teachers to sustain the high standards we set for ourselves. We expect to recruit high quality United Teaching graduates to work in Chilmington Green Secondary Academy from the outset.

Wye School has also already built up strong links with Canterbury Christchurch teacher training college; Chilmington Green will tap into this resource to ensure both schools can attract and train top quality teachers in the early stages of their career, drawing on expertise locally and across the Group. More broadly, as at Wye, Chilmington Green will benefit from the recruitment support provided by our designated recruitment company, TMP Recruitment.

The HR team will also work with the Headteacher and Secondary Team to ensure that the proposed staffing structure can effectively deliver the planned curriculum. They will support recruitment processes and join educationalists during the interview exercises for more senior staff. The recruitment of the Headteacher will occur early – this will enable them to be working with the project up to a year in advance (thus supporting staff recruitment and community engagement to attract student numbers). Recruitment of senior staff, teachers and support staff will occur throughout the autumn and spring in the lead up to opening to ensure the headteacher has sufficient time to work with them pre-opening.

The HR team will also ensure that group-wide practices – such as our annual staff-survey and performance management systems – are incorporated by leaders of new school projects from the beginning, ensuring consistency of practice and enabling schools to realise the benefits of being part of a national Group from the beginning. This focus on staff well-being, along with the CPD opportunities available at school- and group-level, will enable Chilmington Green to retain strong staff once appointed.

E3 – Staffing

As the school grows, the HR Business Partner team will then provide valued support for school improvement and growth by ensuring the staffing structure is fit-for-purpose and financially viable. This will mean the staffing structure at Chilmington Green will be flexible enough to ensure roles are filled appropriately as additional cohorts are welcomed into the school year on year. The HR Business Partner team will also work with leaders in both Chilmington Green and Wye School to determine opportunities for sharing staff are fully explored which benefit students in both schools; this will also allow for economies of scale (for example, developing pastoral a team working across the two schools which provides better family and student support than individuals working alone in one school; sharing a sixth form teacher to ensure classroom time for a teacher in a non-core subject can be maximised).

In short, the two schools will work together - and not be competitors - to ensure the best possible staff are available to provide students in both the best possible education.

Staffing - Financial Management & Accountability

As part of United Learning, the Free School will have full access to the Finance department located at our central office in Peterborough and which has a regional office in London. The Group's finances are managed by a central team including three ICAEW Chartered Accountants and two CIMA accountants. The budgeting and management accounts processes are led by a specialist team of management accountants. They will work with the Head and finance administrators at Chilmington Green Secondary Academy to ensure the accuracy and appropriateness of the budget.

Each United Learning academy also benefits from a designated finance business partner, whose job it is to regularly monitor and review school finances and support future planning through creation of five-year forecasts. Academy finance staff receive formal finance training at least twice a year and the central team also host training seminars for headteachers and other senior leaders to ensure that all individuals contributing to the process have the financial management skills required.

Finance business partners offer pre-opening support in terms of financial management and provide assistance with annual budget preparation and forecasting in relation to five year plans and known funding changes and financial modelling. We have developed our own curriculum modeller which helps schools meet group benchmarks for teacher contact ratio, average class size and average teacher cost. These figures are reviewed with each school on a regular basis and Chilmington Green will be no different. The central accounts team prepare detailed monthly management accounts and forecasts for SLT in schools, and provide transactional and statutory accounting services including payroll, pension administration, ESFA reporting etc.

Staffing at 70% income

E3 – Staffing

As required, we have also developed a staffing model that could deliver the planned curriculum in the event that pupil numbers are lower than forecast. The below table sets out roles and levels of staffing required in each year as the school grows.

The key differences are the delayed or reduced appointment of staff – the second Deputy Head still joins in the fourth year but Assistant Head appointments are delayed – the first only joins in the third year and only 4 in total are appointed, compared to five in the 100% income model.

Teaching staff and teaching Assistants are again reduced according to the numbers required to teach the curriculum to the 70% pupils numbers across the growing school. However, the appointment of the Heads of Department for PE, Performing Arts and Design and Technology are brought forward a year to ensure there is sufficient subject leadership *and* teaching capacity given the reduced number of teachers employed by the school. As above, Heads of Year will be appointed will be appointed rom among the teaching staff and report to the school's Assistant Heads.

Administration and premises staff remain largely unchanged, though there is the potential to delay appointments if the budget requires it.

Table 20

Role	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	Year 6 2027-28	Year 7 2028-29
Head	1	1	1	1	1	1	1
DH	1	1	1	2	2	2	2
AH	0	0	1	2	3	4	4
English HOD	1	1	1	1	1	1	1
Maths HOD	1	1	1	1	1	1	1
Science HOD	1	1	1	1	1	1	1
Humanities HOD	1	1	1	1	1	1	1
MFL HOD	0	0	1	1	1	1	1
PE HOD	0	0	0	1	1	1	1
Performing Arts HOD	0	0	0	1	1	1	1
Art and Design Tech HOD	0	0	0	1	1	1	1
Teacher	3	8	16	22	30	35	40
SENCO	0.2	0.5	1	1	1	1	1
TA	1	2	3	4	5	7	7
Exec Business Manager	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Admin	1	1	1	1	1	1	1
Admin	0	0	1	1	1	1	1
Admin	0	0	0	1	1	1	1
Admin	0	0	0	1	1	1	1
Finance admin	1	1	1	1	1	1	1

E3 – Staffing							
Finance Officer	0	0	01	1	1	1	1
HR Officer	0	0	01	1	1	1	1
Caretaker	1	1	1	1	1	1	1
Caretaker	0	0	0		1	1	1
Facilities manager	0	0		1	1	1	1
Technology Senior Technician	0	0	1	1	1	1	1
Network manager	0	0	0	0	1	1	1
Data manager	0	0	1	1	1	1	1
Data assistant	0	0	0	0	1	1	1

E4 – Integration and community cohesion

All applicants will need to complete this section in full for each school they wish to open. Additional information is required if you are applying to open a school with a religious character. Please:

- Use the space provided in box E4; and
- Refer to Section E4 of the how to apply guide for what should be included in this section.

E4 – Integration and community cohesion
Overall approach The overall aim of our work with Chilmington Green Secondary Academy will be to improve the current and future lives of local students and families and to rank amongst the highest performing secondary schools nationally. It will be an inclusive school that welcomes all children and families from the local community including those with special needs. We are committed to promoting real social mobility and bringing out 'the best in everyone'. From the moment that you walk into the Chilmington Green building you will be able to tell that the academy is a community where adults care about the students,

where students love to be in school and where everyone is focused on achieving a set of common goals. The environment will be clean and attractive with a constantly changing exhibition of student's work which celebrates their success and demonstrates their progress and achievement.

To ensure integration the school will demonstrate an ethos of positive, enduring and nurturing relationships between three key groups – teaching staff, students and their parents. Strong parental relationships built up in the pre- and immediate post-opening period will contribute to the community feel at the school. A member of the non-teaching staff will be designated as community liaison officer as part of their role to help achieve this.

To deliver on the promise to nurture our students, the academy will feature:

- individual tutors;
- strong and holistic pastoral care;
- an extensive activity programme to inspire and develop pupils, to promote self-esteem and to enable the full potential of everyone to be realised

As is the case in all academies across United Learning, Chilmington Green will be accepting of all faiths and none.

School Admissions

All United Learning academies use their local authority admissions service. As such, and as is the current practice at Wye School, Chilmington Green Secondary Academy would use the KCC Admissions Service in full for admissions.

Chilmington Green will abide by the School Admissions Code and the School Admissions Appeals Code. In order to do this, we will ensure that arrangements for admission to the school are clear and fair and that they are as simple as possible.

Chilmington Green will be socially, academically and culturally inclusive and will welcome applications from all. We will not select pupils by ability or by faith and we will advertise the school widely in the local area both prior to opening and in future years. The school will provide high quality education for boys and girls. Prospective pupils and parents will be offered the opportunity to visit Wye School in the first year and in subsequent years, the new school.

Identifying a range of student needs:

Deprived backgrounds

The school will use the Income Deprivation Affecting Children Index (IDACI) as a guide to the identification of students from deprived backgrounds. The IDACI will be used by

the school to target supporting the attainment of students from challenging backgrounds.

Social emotional and behavioural difficulties

The school's pastoral structures (see staffing structure) together with liaison activities prior to admission will allow the school to target appropriate support. Often issues in this area are transient or related to an episode in life out of school. The school's first priority is the safeguarding of our students.

A Holistic Education – SMSC and e-safety

We will use the United Learning curriculum as our framework for planning and delivery of the SMSC and e-safety curriculum. We will have a rigorous, comprehensive curriculum with a social and academic approach to education. It will be designed to develop the character, mind and resilience of the whole child and will incorporate our core beliefs and values.

As at Wye School, SMSC will be embedded within the everyday life of Chilmington Green Secondary Academy. The curriculum will be mapped to address SMSC and through discrete tutoring sessions and permeated within a range of varied activities. The enrichment curriculum will also provide opportunities for delivery of SMSC activities.

Students will develop SMSC education through dedicated PSHE sessions. The aim of these sessions will be to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. Through a mixture of learning opportunities, including the involvement of outside professionals, our pupils will develop their understanding of personal and social issues; tackling many of the moral, social and cultural issues of today. PSHE will be delivered through cross-referencing with other subjects and discrete opportunities. The Free School will use the following tools to develop children's social and emotional skills:

Our pupils will learn about themselves as developing individuals and as members of their communities, building on their own experiences and on primary provision for personal, social and emotional development. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well.

Pupils will be given opportunities to show that they can take some responsibility for themselves and their environment. They will begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. They will learn the importance of respect for others and tolerance of difference. They will begin to take an active part in the life of their school and its community.

E4 – Integration and community cohesion

Elements of PSHE & SMSC also appear in other areas of learning: assemblies, special projects and other subject areas throughout the year.

Sex and Relationships Education will be delivered in different areas of the school curriculum, in particular the science curriculum. The approach will be structured according to the age and the development of the children. We will use outside agencies and external professionals to support this key area of development. Parents will be notified through a curriculum newsletter when this takes place. If parents/carers wish to withdraw their child from Sex and Relationships Education, they will be able to do so by notifying the class teacher. In this work children will develop their understanding of changes during puberty; learn how to make more confident and informed choices about their health and environment; take more responsibility, individually and as a group, for their own learning; and learn to resist bullying.

e-Safety - Throughout each pupil's educational journey at Chilmington Green Secondary Academy, they will take part in regular sessions to teach them about staying safe on the internet. This will be taught by teachers in school and will be supported by outside agencies to deliver the most up to date training.

In addition to this, the school will offer parent workshops to help ensure that parents feel well supported in helping their children stay safe online.

Creating a positive learning climate - rewards

It is vital that pupils at the academy ensure that their school behaviour is respectful to learning. The school will have a set of classroom expectations (rules) that will be found in every classroom and from every adult.

At the academy, we will endeavour to celebrate learning and achievement through our rewards system, which will encourage pupils to adopt the school values. Parents/carers will be expected to read and discuss the rewards system with their child to encourage them to celebrate success each day in school. We believe that behaviours for learning can be developed and we will encourage responsibility in our pupils.

Students will be praised when they exceed our basic expectations of them. In the classroom, this will be done verbally through the use of specific praise and meaningful e.g. 'Well done Zara, your opening paragraph is really creative and uses good vocabulary!' These students are then given a merit or a positive phone call / postcard home.

Each half-term, students will be awarded Consistency Awards for consistent effort across the half-term. Merits will result in half-termly certificates and reward opportunities. Each week in assembly, the start of the assembly will consist of praise for students for the previous week.

E4 – Integration and community cohesion
Badges will be awarded to students for outstanding performance in subjects and for sustained participation in extra-curricular activities. Post-cards will be sent home by departments and year teams to give specific praise to individual students. Each half-term, students will have the opportunity to show appreciation to a member of staff who has helped them in some way in the form of a postcard or through assembly. **Working with the local community** With its growing population the Free School will need to be well-equipped to cater to the needs of a diverse local community. Although it is anticipated that working families will comprise a large proportion of those moving into the Chilmington Green Development, the proportion of children eligible for FSM and/or attracting the Pupil premium at nearby schools mean the school will need to work with local community to support many students who face significant barriers to learning. Mindful of the needs of working parents and those wishing to get back into employment, the Free School will run an extended day which includes activities before and after school that support and extend its curriculum. The daily provision will also provide children and families with opportunities to participate in a range of activities. In addition, students will have the opportunity to work as volunteers on improvement projects woven across the curriculum in school and in the wider community, helping build their sense of community and citizenship. Overall, this will be a school where there is a culture of respect for local people, local culture and local values; where every adult is dedicated to serving the needs of its community; where families are true partners in their children's education; where staff are selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child; and where children and young people expect to reach high academic standards, make positive personal growth, behave with respect and dignity and develop the emotional resilience to succeed, even in the face of adversity. The school will work closely with partners to deliver its vision and to ensure that it would integrate with, and contribute significantly to, the existing local strategic plans for the area. - Co-operation and collaboration with local primary schools in order to enrich the learning experience for all and develop effective continuity and progression plans for pupils transferring to the school at age 11. - Co-operation and collaboration with other local secondary providers to ensure that the school is fully involved in, and not isolated from, local collaborative arrangements and developments.

E4 – Integration and community cohesion

- Partnerships with local post 16 providers and universities to identify and develop effective 14-19 pathways and 'Aim-Higher' routes to emphasise the seamless and continuing nature of education for life-long learning.
- Partnerships with local industry, commerce, voluntary agencies to facilitate work- related learning and the entrepreneurial skills which the school would aspire to develop in all its students.
- Partnerships with the local authority: United Learning is fully committed to supporting the priorities of the borough and co-operating with other partners to maximise the life chances of young people in the wider community, and will engage fully in the council's strategy.

Safeguarding and attendance

United Learning recognises that safeguarding children's safety and welfare has to be every school's number one priority. The Trust has robust systems in place to monitor and improve safeguarding practices.

The academy will be committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff will be recruited according to procedures laid down by the United Learning which highlight the need for safeguarding and safer recruitment practices. Training will be given to all involved in recruitment.

The operation of safeguarding polices will be monitored regularly by the local governing body. Staff and students will be trained in safe practices relating to the internet and electronic communications.

Safeguarding issues will be dealt with by a qualified member of staff who will have advanced training in safeguarding and who will undertake to train staff in up-to-date practices. Policies for safeguarding will be the group ones used by all United Learning academies – they will be adapted where necessary for local needs.

The academy will establish strong relationships with the local Children's Services Team / Safeguarding Team and referral and record keeping will be done following established procedures and protocols.

Children will be encouraged to report bullying and in keeping with the vision of the school we will establish a culture where bullying is not tolerated. We will seek to promote an atmosphere or climate which enables those who feel threatened or bullied to have a safe place and a safe person to talk to. Those who bully or who abuse children will be punished with the emphasis at the academy being on restoring broken relationships and establishing trust.

E4 – Integration and community cohesion
Parents will be encouraged to talk about what they learn from their children about the school and there will be regular student forum and parent feedback meetings devoted to safeguarding. Our central Group Safeguarding Lead will review processes to ensure that students are safe when absent or excluded from school. They will also assess attendance and exclusion rates; strategies to improve these will be reviewed on a termly basis by a member of the central Primary Team. The school will work with colleagues in other United Learning schools to develop and share best practice on strategies which increase attendance, reduce persistent absence and target children at risk of exclusion. Rates of attendance are monitored and reviewed against local and national averages to ensure school targets are challenging but realistic. Chilmington Green Secondary Academy will also share the local commitment to improving school attendance in the local area. There is a direct link between attendance and how well a pupil does in school. We will expect all of our students to aim for 100% attendance and to achieve at least national average or above. We want to celebrate attendance and encourage families to work with their children to make sure they value coming to school every day. Excellent attendance will be rewarded by the school and there will be a clear set of structures to help remove barriers to attending that exist within the local community.

Section F – Capacity and capability

This is your opportunity to show us that your trust includes people with the right skills to open your school and deliver your vision. You need to demonstrate that your group has the capacity and capability to set up and run the school(s) you are proposing, and that you have access to appropriate educational, financial and other expertise, either within your group or externally. We want to feel confident that your new school will be successful, particularly if you are proposing that it opens in a different area from your existing schools.

F1 – A strong track record

This section will need to be completed by **all applicant groups with at least one open state-funded school**.

New providers to the state sector do not need to complete this section. However, when explaining the track record of the individuals in their group for section F2, **all applicant groups** should keep the definition of a strong track record, as set out in the how to apply guide, in mind.

We will use information held by the department and publically available data about the schools to make a judgement on your educational track record. However, if you wish to provide additional information that you believe will help us to better understand the track record of your trust, you should do this in box F1 below. For example, if there is a specific reason why a school that you run does not meet this definition (for example the school has not been open long enough for exam results, or you have recently taken on an underperforming school).

You could also demonstrate your track record on improving outcomes for disadvantaged pupils, and can use the box below to do this.

Please:

- Use the space provided in box F1; and
- Refer to Section F of the how to apply guide for what should be included in this section.

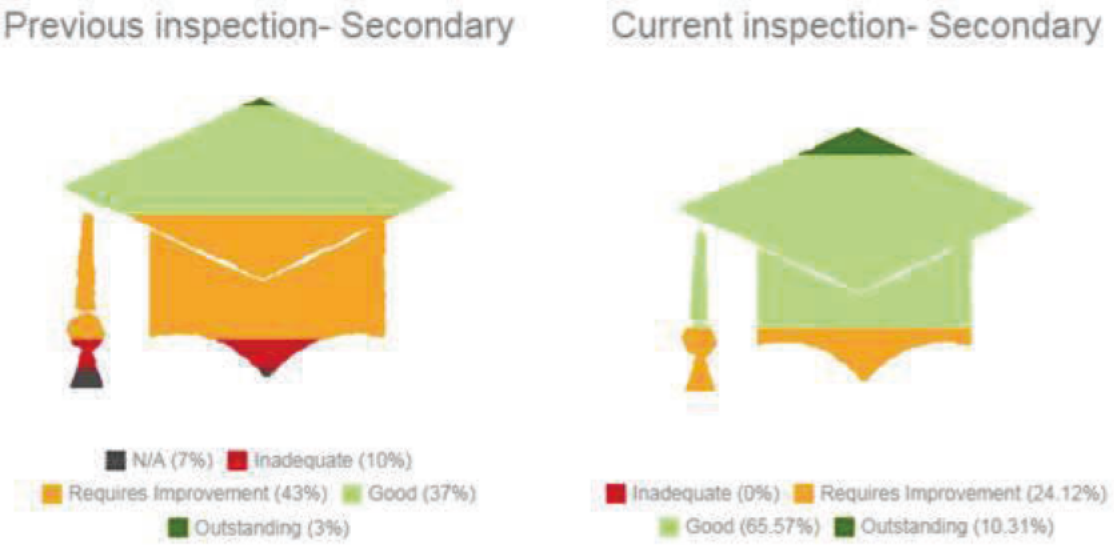
F1 – A strong track record
United Learning has a strong track record of delivering high quality provision in challenging contexts and in improving schools which have previously struggled. Despite low levels of attainment in the new joining schools, United Learning has continued to demonstrate year on year improvement in the key areas of learning. The schools which join quickly reach the standards set by the existing academies and independents in the group. The group also has a strong record of securing improved outcomes for Pupil Premium children.

F1 – A strong track record

Ofsted

Improvements in the quality of provision in our secondary academies across the country have been sustained and recognised by Ofsted over the last six years. Many of these schools joined the group in difficulty but seen rapid improvements in terms of both results and overall leadership and in the quality of teaching. For example, Glenmoor, Winton, The Regis, Walthamstow, Sheffield Park, Nova Hread, Stockport, Swindon and North Oxfordshire Academies have all moved up at least one Ofsted grade to Good since joining United Learning. Even more successfully, both Shoreham Academy and Paddington Academy have moved up from RI to become outstanding since joining the group. One school – Newstead Wood - was outstanding when it joined the group and performance has been maintained.

The below infographics demonstrate the improvements seen in Ofsted ratings, for our secondary academies, compared to their last inspection



Th graphic demonstrates that, compared with their last Ofsted inspection and since joining United Learning:

- 75% of our secondary academies are now rated Good or better, compared to only 40% at previous inspection
- The percentage of schools judged outstanding has increased from 3% to 10%
- The percentage of our schools rated as Requires Improvement has dropped from 43% to 24% previously.
- The number of secondary academies judged Inadequate is 0, indicating that part of the 24% figure of schools judged RI relates to schools that were previously judged inadequate, and not schools that have remained static.

F1 – A strong track record

KS4 outcomes

At KS4, the intervention of the secondary team has meant that individual schools which have joined the group over the last five years with particularly low levels of attainment have improved rapidly. This has enabled the group to retain strong overall scores when compared to national figures despite the fact that the majority of schools joining the group in the last five years, did so with outcomes far below national averages.

Table 21

School	Progress 8			
	2016	2017	2018 unadj.	2018 adjusted
Glenmoor	0.49	0.85	1.05	1.05
Shoreham	0.30	0.31	0.30	0.32
Winton	0.37	0.65	0.60	0.61
Wye	n/a	n/a	0.30	0.30
UL SOUTH All Schools	**0.05**	**0.16**	**0.21**	**0.22**
UL Group	**0.04**	**0.15**	**0.11**	**0.12**
National (all)	**0.00**	**0.0**	**-0.08**	**0.00**
National (maintained)	**-0.03**	**0.0**	**-0.03**	**-0.02**

Source: United Learning Data Team

Table 21 shows that students in United Learning schools achieve strong Progress 8 scores when compared to schools nationally (as noted earlier, Progress 8 scores in Ashford schools were not strong in 2018). The figure is particularly high for the schools which most closely match the context and likely student intake of Chilmington Green Secondary Academy – Glenmoor, Winton, Wye and Shoreham. Our Progress 8 score track record is positive.

Table 22

School	No. of pupils Y11	Grade 4+ in EM combined (Basics) (%)			Grade 5+ in EM combined (Basics) (%)			Ebacc entered (%)			EBacc achievement (Grade 4+) (%)			EBacc achievement (Grade 5+) (%)		
		'16	'17	'18	16	'17	'18	'16	'17	'18	'16	'17	'18	'16	'17	'18
Glenmoor	110	73	85	88	n/a	65	77	5	7	46	4	7	36	n/a	7	26
Shoreham	268	59	66	72	n/a	42	50	28	19	41	16	14	34	n/a	11	25
Winton	141	81	69	77	n/a	44	60	0	10	42	0	8	21	n/a	8	13
Wye	89	n/a	n/a	71	n/a	n/a	48	n/a	n/a	75	n/a	n/a	28	n/a	n/a	13
SOUTH All Schools	**2,842**	**62**	**64**	**68**	**n/a**	**43**	**46**	**23**	**26**	**38**	**12**	**14**	**23**	**n/a**	**13**	**15**

F1 – A strong track record

UL Group	4,337	59	60	63	n/a	38	41	22	23	31	12	12	19	n/a	11	12
Kent (all)		n/a	61.9	n/a	n/a	42.3	42.4	n/a	41.5	40.5	n/a	27	n/a	n/a	24.9	n/a
National (all)	585,377	59	59	59	n/a	40	40	37	35	35	23	22	22	n/a	20	15

Source: United Learning Data Team

The most recent set of results from summer 2018 also indicate that United Learning schools performed better than those nationally in terms of pupils achieving Grade 4+ and Grade 5+ combined in English and maths. Although the Kent average for those achieving Grade 4+ and Grade 5+ combined English and maths is slightly higher than the overall United Learning average, Kent scores are skewed by the number of selective grammar schools included in the measure, when the vast majority of United Learning schools are non-selective. United Learning's southern secondary academies outperformed the Kent averages.

In particular, and as noted above, Wye School (48%) outperformed the Kent average (42%) in the Grade 5+ combined English and maths score in its very first year of children sitting KS4 exams; compared to other non-selective schools in Ashford Wye School also performed extremely well (many of the nearby non-selective schools scored around 25% on a similar measure). It is worth noting too that Glenmoor, Winton and Shoreham also scored well above the LA and national averages in these measures, indicating our ability to secure strong outcomes for pupils in the area.

United Learning schools broadly match the national average for the number of pupils entering the EBacc and in achieving Grade 4+ and Grade 5+ (see above). Similarly, the average APS for pupils in United Learning is broadly in line (though just below) the Kent and national averages in the same measure. Again this does not take into account that the Kent figure is skewed by many selective schools. Wye School (and three others operating in similar circumstances to the Ashford area) have an average EBacc points score above the Kent average.

Table 23

School	No. of pupils Y11	Ebacc APS			Attainment 8			Progress 8		
		2016	2017 (shadow)	2018	2016	2017	2018	2016	2017	2018 unadj.
Glenmoor	110	N/A	3.9	5.0	52.0	53.3	56.6	0.49	0.85	1.05
Shoreham	268	N/A	3.7	4.4	50.2	47.3	50.1	0.30	0.31	0.30
Winton	141	N/A	3.5	4.5	51.6	47.8	51.1	0.37	0.65	0.60

F1 – A strong track record

Wye	89	N/A	n/a	4.4	n/a	n/a	46.8	n/a	n/a	0.30
SOUTHERN Schools	**2,842**	**N/A**	**3.5**	**4.1**	**48.1**	**45.6**	**46.6**	**0.05**	**0.16**	**0.21**
Group	**4,337**	**N/A**	**3.6**	**3.8**	**47.8**	**45.1**	**45.2**	**0.04**	**0.15**	**0.11**
Kent (all)		**N/A**		**4.09**			**46.4**			
National (all)	**585,377**	**N/A**	**-**	**3.8**	**48.5**	**44.6**	**44.3**	**0.00**	**0.0**	**-0.08**

Source: United Learning Data Team

Additionally, the rate of improvement at United Learning academies is double that of schools nationally for the percentage of pupils achieving Basics and Ebacc (at 5+ and 4+ in both measures). The Group average for the % of pupils entered for Ebacc improved by nearly 9 percentage points, whereas the national average has remained broadly stable.

Table 24

Year	2017	2018	2018 vs 2017
Group	22.8%	31.4%	8.6%
Nat avg 2018	38.2%	38.4%	0.2%
Gap to national	**-15.4%**	**-7.0%**	**8.4%**

Source: United Learning Data Team

Pupil Premium children tend to achieve strong outcomes at United Learning schools. Although the percentage of students achieving five subjects at Grade 4+ with English and maths combined is lower for Wye this is in the first year in which students sat the exams. Results at Glenmoor, Shoreham and Winton academies were over all 50%, and up at 82% for Glenmoor. The overall PP figure for the group, 50% demonstrates a 10% gap to outcomes for all pupils. However, this gap was 15% in 2017, indicating that the performance of Pupil Premium pupils when compared with their colleagues overall is improving. Improvements in the number of Pupil Premium children achieving Grade 4+ and Grade 5+ in English and maths combined has broadly kept pace with the figures for all pupils across the Group.

Table 25

PUPIL PREMIUM PUPILS	5+ A*-C incl Eng & mat (4+ for EM)		Grade 5+ in EM combined		Grade 4+ in EM combined	
	16/17 actual	17/18 act	16/17 actual	17/18 act	16/17 actual	17/18 act
Glenmoor	88%	82%	72%	71%	92%	86%
Shoreham	46%	56%	16%	39%	49%	56%
Winton	70%	54%	52%	42%	70%	62%
Wye		25%		17%		25%

F1 – A strong track record

All United Learning Pupil Premium pupils	42%	50%	29%	31%	51%	53%
All United Learning pupils	57%	60%	38%	42%	59%	63%

KS5 outcomes

In recent years our KS5 our results have remained consistently close to national averages despite the fact many schools joining the group in that time did so with very low outcomes. This stability followed improvements in previous years where many schools with very low starting points closed achievement gaps to national.

Table 26 shows that the gap to national has remained relatively unchanged in the last two years. The closest school to Chilmington Green within the group with Sixth Form results (and which broadly matches the predicted intake) is Shoreham - it has performed strongly in comparison to our own group average, and has shown improvements in 2018 outcomes in percentage of students achieving both A*-C and A*-B results compared to 2017.

Table 26

School	No. of pupils	% achieving AAB in A Level, at least 2 in facilitating subjects		% of A Level entries achieving				
				A*-C			A*-B	
	Y13	16/17	17/18	16/17	17/18 Pred	17/18	16/17	17/18
Shoreham	97	9%	11%	67%	70%	72%	38%	44%
Group	**1324**	**10%**	**9%**	**72%**	**77%**	**67%**	**43%**	**41%**
National (state funded)	**-**	**16%**	**15%**	**77%**	**-**	**76%**	**51%**	**50%**

The longer-term trend shows that United Learning schools in the south with sixth form provision have performed strongly in recent years. Chilmington Green Secondary Academy will be able to learn from those schools (along with Wye School, whose sixth form provision has just opened) to ensure that sixth form provision in the new academy is of the highest quality. Additionally, and as noted above, the academy will be in a good position to learn from the excellent practice developed and sustained in our independent schools – for example, Guildford High School, Surbiton High School and, more locally, Ashford School, all of which have a history of strong A-level results.

Table 27

	% of A Level entries achieving A*-C		
School	**15/16**	**16/17**	**17/18**
Paddington	77%	90%	93%

F1 – A strong track record			
Shoreham	74%	67%	72%
Group	**68%**	**72%**	**67%**
National	**78%**	**77%**	**76%**

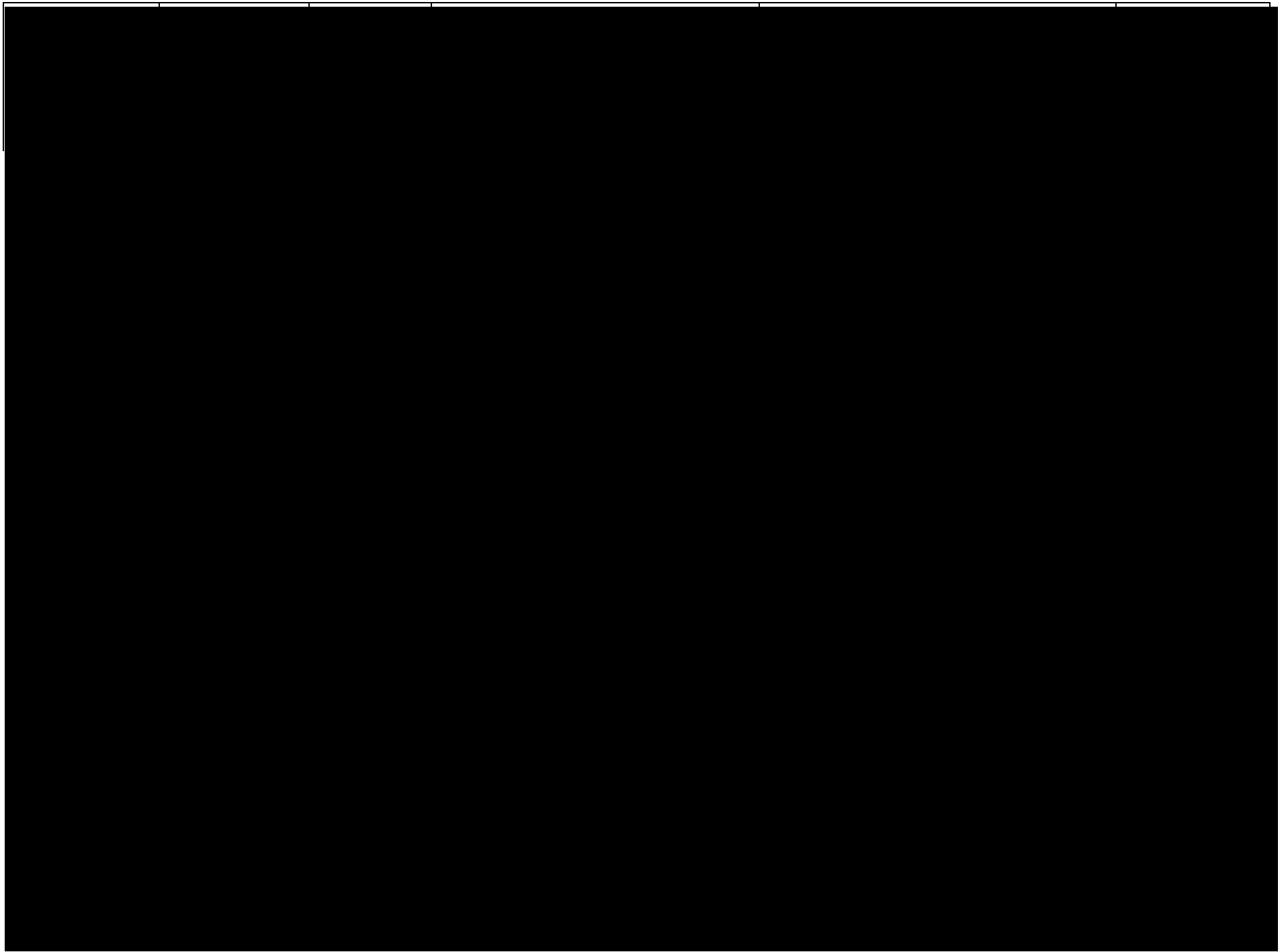
F2 – The necessary experience and credentials to deliver the school to opening

F2(a) – Skills and experience of your team

All applicants will need to complete this section, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Complete Table F2(a);
- Include CVs of individuals as appendices at the end of this application form (please note they do not count towards the page limit);
- Provide a short commentary on your plans in box F2(a); and
- Refer to Section F of the how to apply guide for what should be included in this section.

Table F2(a) – Skills and experience of your team
[redacted]



F2(a) – Skills and experience of your team

We have a strong record in opening successful Free School projects. Within the last five years the group has opened three Free Schools working in partnership with three separate local authorities around the country – one standalone 2FE primary, one standalone 3FE secondary (Wye School) and one all through with 3FE primary provision and 4FE secondary provision.

United Learning is led by an experienced CEO (previously Director General for Education Standards at the Department for Education) and Executive Team (see details in later section).

The Director of Secondary Education was previously a successful secondary Headteacher, executive principal and Chaired the Review of the Teaching Standards and Skills Test Review. She leads a team of Regional Directors with a history of highly successful headships and executive headships, working together to ensure that each school is operating to the highest standards and is being supported to become an excellent school.

Internal capacity to deliver this project

United Learning will only grow at a rate which allows us to do an excellent job in supporting new-opening or transferring schools. We plan future projects based on internal capacity within each of our departments and increase capacity where it is required and sustainable to do so. The group plans to grow by around 6-7 schools per year over the next five years – as such we will have the internal capacity to support the Chilmington Green Secondary Academy as a future project if confirmed to join the group.

Every school in the group is designated relevant contacts in each of our key departments: HR, finance, technology, estates and marketing. Colleagues who already work with schools in the Ashford area will be assigned to the project – this will be factored in to their future workload.

Responsibility for pre-opening

The Project Director for Chilmington Green Secondary Academy will be [redacted], Regional Director for southern secondary academies (including Wye School). The pre-opening phase of the project will be coordinated by the Project Manager in United Learning's New Projects team, [redacted], who led the successful opening of Walthamstow Primary Academy and has also managed the successful transfer of five academies into t he Group. [redacted] work will be overseen by the Head of Growth, [redacted], who in [redacted] previous role at DFE had oversight of open Free Schools in the South East South London (SESL) Region for the RSC and led interventions into vulnerable or under-performing free schools leading to securing improved Ofsted outcomes. [redacted] has also been been a DFE project lead for several free school and Studio School projects. The Project Manager will be responsible for overseeing all aspects of the work and ensuring that tasks are completed by relevant colleagues.

F2(a) – Skills and experience of your team

The Project Manager will report to the Head of Growth and to the Regional Director for Secondary Education on progress of the project. The school's headteacher will also take a prominent role in planning (once apppointed). All plans will be signed off by [redacted].

Expertise to support project delivery

The Secondary Team

We have a highly experienced and dedicated team of school leaders, educationalists and school improvement professionals who support our secondary academies. Our **Director of Secondary Education** and **Regional Directors** line manage and support our headteachers, working closely with them to ensure they have the support they need whilst also holding them to account for outcomes. These leaders provide support across a range of school improvement areas, including: improving the quality of teaching and learning; data and assessment; curriculum development and implementation; behaviour and safeguarding; and Ofsted readiness.

The Secondary Team supports schools to share outstanding practice and delivers a Group-wide CPD offer in key areas. Nationally-delivered CPD is then embedded at the local level through school-to-school collaboration, supported by the development and growth of local clusters. We expect our schools to work together through these clusters to share practice, drive school improvement and support staff development. Headteachers across the Group also support the Secondary Team to identify Group-wide improvement priorities and implement effective strategies to address these areas at the local level.

The United Learning Teaching School Alliance (TSA) is another Group-wide resource all of our schools have access to. Each school within United Learning is part of the TSA, whose work is led by a steering group of headteachers from around the group. This work aims to improve outcomes for pupils in all of our schools through collaboration and school improvement support. The TSA enhances schools' CPD offers, identifies and retains talent and develops systems for sharing excellence and brokering support. There are 33 secondary SLEs in a range of specialisms who can be deployed across the group to provide support. Every year there is a recruitment drive for further accreditation and this provides an excellent CPD opportunity for United Learning staff. The increased capacity provided by the TSA supports key aspects of the United Learning secondary school improvement strategy at minimal cost and will be drawn upon where appropriate in our work.

Team around the school approach

All schools have access to regionally-based finance, HR, technology and estates business partners. Each forms a part of our 'team around the school' approach which combines internal and external support in one place. These teams provide a range of expert support to schools, overseen by the Education Directors. The work of the team

F2(a) – Skills and experience of your team

around the school is reviewed termly to ensure that they are focused on the right priorities to provide appropriate support for individual schools.

During the pre-opening and post-opening phase of the Free School, staff from the various departments below will work closely with the Free School's project manager and the school leaders to ensure they have the support required to ensure the school's success.

HR. Support given by our People department includes advice on recruitment and retention and staff restructures. The HR Business Partner team provides valued support for school improvement, growth and, when required, significant large scale change management (thousands of staff managed well through TUPE)

The HR team will work with the Regional Director and Headteacher to ensure that the proposed staffing structure can effectively deliver the planned curriculum. They will support recruitment processes and join educationalists during the interview exercises for more senior staff. They will also ensure that group-wide practices – such as our annual staff-survey and performance management systems – are incorporated by leaders of new school projects from the beginning, ensuring consistency of practice and enabling schools to realise the benefits of being part of a large national Group from the beginning.

Finance. Finance business partners offer transition support into the group, prepare detailed monthly management accounts and forecasts for SLT in schools, provide assistance with annual budget preparation and forecasting in relation to five year plans and known funding changes and financial modelling. In Free School projects they support preparation of school budgets and financial planning to ensure that proposed staffing structures are cost-effective and sustainable.

Technology. Technology colleagues are involved in the design and build process of all Free School projects as appropriate to ensure that ICT provision provides the platform required for the delivery of excellent educational provision. The technology team has significant experience in tendering for contractors for Free School and new build projects, overseeing installation of hardware, integration of systems and staff training/induction.

More broadly, our technology team support the development of technology curricula and the integration of technology in the classroom to support learning in all areas. For example, depending on the needs of an individual school, technology colleagues focus on: identifying and sourcing appropriate equipment to enhance teaching and learning; developing confidence in the use of that technology by providing teacher training and effective support for technology leads; and by monitoring and evaluating the impact of use of technology within the school. They are used to doing this on large-scale Free

F2(a) – Skills and experience of your team

School and new-build projects as well as managing staged refreshes in existing schools.

Marketing. As noted above, the group has a designated marketing team who support the development of branding and marketing materials for all schools within the group. They ensure that complex new school projects are effectively marketed towards target audiences and that school staff have the resources required to promote their school.

United Learning Executive Team

The United Learning Executive Team provides leadership for the whole Group and will bear overall responsibility for the establishment of the school to ensure that the project is delivered in a cost-effective and timely way.

The team is comprised of:

- The Group Chief Executive, [redacted]; a former Director General for Schools and Education Standards at the Department for Education;
- [redacted], Primary Director and [redacted], Secondary Director; two Education Directors with the highest possible reputation for school improvement, supported by highly experienced Regional Directors;
- [redacted], Chief Financial Officer: a former senior manager at Travelex, one of the leading global foreign exchange providers – [redacted] oversees all finance functions and group governance;
- [redacted], Director of People, who has worked as manager for HR services for schools in a large local authority. [redacted] previous role was as Director of HR at Heart of England NHS Foundation Trust;
- [redacted], Group Director of Technology: a former Deputy Head with experience of leadership in the private sector and deep expertise in educational technology;
- [redacted], Director of Strategy and Performance: a former senior civil servant with extensive experience of policy and strategy development, and leading on complex government programmes.

In addition, [redacted], the Group's Head of Estates, and his team will have a key role in managing the building aspects of the project. Grant is a Chartered Quantity Surveyor, Facilities Manager and Project Manager with 30 years' experience in the UK Public Sector. Originally focusing on major capital projects across the health sector he moved into Education in 2003.

F2(b) – Skills gap analysis

This section needs to be completed by **all** applicants but you will need to provide different information depending on whether your group is currently a MAT or not. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- Complete Table F2(b) below; and
- Refer to Section F of the how to apply guide for what should be included in this section.

Table F2(b) – Skills gap analysis		
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?**

[Add more lines as appropriate]

F2(b) – Plans for recruiting a principal designate and executive head
We are confident that there are no gaps in terms of our coverage and expertise to deliver the propsed Free School for this project. As detailed above, we have significant expertise in all aspects of school planning and management and this project will have access to all relevant resources. In addition to strong national leadership we also have strong expertise and contacts at the local level in the leadership and governance of our existing academy. We will draw on their support to ensure staff in the new school are linked in to their existing local networks and contacts where appropriate. The headteacher for a new Free School is recruited early in the process – given the lead-in time for the opening of Chilmington Green Academy they could be appointed up to a year in advance in order to support the staff and student recruitment drive and publicity

for the school in the year prior to opening. Typically, a Free School Headteacher will work at least part time from the January before opening, moving to full-time to support school preparation by Easter at the latest. United Learning has a comprehensive process to manage the recruitment of Headteachers, which is led by the central HR team. This involves:

Kick-off meeting which will confirm: advertising strategy; review of internal talent pool; selection process, including dates and who is involved; co-ordination of selection process, salary range for post.

Personnel involved in Kick-off meeting:

- LBG Chair (in this case we will draw on the LGB Chair of Wye School);
- Regional Education Director;
- Educational Project lead (Project Manager for Free School);
- HR Business Partner, and;
- Deputy Director of HR.

Advertising

- Advertising dates and costs are agreed with group recruitment consultant;
- Job description, school information (including photos), a candidate pack and letter from the CEO are drafted and signed off by Regional Director;
- Advert posted at appropriate time.

Listing:

- Shortlising matrices are used to identify candidates to invite for interview
- Shortlisting panel to include – Educational Director, Regional Director, LGB Chair of Wye.
- Feedback provided to unsuccessful candidates.
- Successful candidates invited to interview.

Selection process:

- The Selection Process takes place over 2 days and led by the Regional Director with support from the project team. Interview dates and timetable confirmed after shortlisting.
- Day 1 Panel members should include – Regional Director, Deputy Director for Academies, LGB Chair of Wye, HR Business Partner
- Day 2 Panel members to include – Chief Executive, Educational Director, Regional Director, LGB Chair, Deputy Director of People
- Once Selection Process timetable is fixed, the project team will liaise candidates and panel members to ensure all are prepared for the interview days.

Interview days

- Successful candidates after at end of day 1 invited to interview day 2;
- Panel confirm suitable candidate and proposed salary to be offered after day 2;
- Suitable candidate offered job, salary negotiation undertaken;

F2(b) – Plans for recruiting a principal designate and executive head
• Educational Director / Regional Director to inform candidate of outcome. **Post Selection Process** • CEO/Educational Director to write a letter announcing the appointment which will be shared with prospective parents, the wider community and media outlets; • Regional Director to give feedback to unsuccessful candidates • Regional Education Director, supported by the project team, and the Deputy Director of People responsible for induction and on boarding for successful candidate; • Successful candidate begins working with the Regional Education Director to deliver successful project based on pre-opening timelines developed by the project team.

F3 – An effective governance structure

All applicants will need to complete this section in full, but you will need to provide different information depending on whether your group is currently a MAT or not. Please:

- Use the space provided in box F3; and
- Refer to Section F of the how to apply guide for what should be included in this section.

F3 – An effective governance structure

Governance at the local level

Chilmington Green Secondary Academy would have a Local Governing Body (LGB) which will work within the framework of United Learning governance practices to ensure effective challenge and support is in place for school leaders. There will therefore be a single line of accountability from Headteacher to the LGB Chair (non-executive governance) as well as to the school's Regional Director (executive branch of governance and management). The academy's Headteacher will sit on the LGB, while parents and staff will also have representation within this group.

Incoming members of the LGB will be identified because of their expertise in an area that is key to strgon governance (use of education data, safeguarding, Pupil Premium, SEND and financial management). They will then be inducted in the United Learning approach to governance. A skills audit will be conducted and training provided for the LGB members in key areas where required. The LGB and the Headteacher will confirm their proposed structure of meetings in enacting their duties in the pre-opening period. However, in line with practice at other United Learning academies we would expect that there will be individuals assigned to look at key areas (for example, assessment and standards, financial management). Each individual assigned to a specific area of responsibility will then report in to the full LGB. LGB meetings would be held at least three times per year (at least once each term).

The office of the Company Secretary within United Learning provides support and guidance to all LGB chairs, as well as sourcing training opportunities for governors across the group. The LGB members of Chilmington Green Secondary Academy will benefit from this support. The Company Secretary also hosts termly Education Boards – group-wide meetings for all LGB chairs to provide updates in governance legislation, development opportunities and encourage peer networking. The LGB chair at Chilmington Green Secondary Academy will automatically join this group and benefit from the opportunities it provides.

Governance at group level

United Learning consists of two charities which are responsible for the operation of the Group's schools. United Church Schools Trust (UCST) governs the Independent Schools, and United Learning Trust (ULT) governs the Group's Academies. United Church Schools Foundation Limited (UCSF) is the ultimate parent company.

F3 – An effective governance structure

All United Learning Trustees of ULT and UCST sit together on a committee known as the Group Board, to which the Trustees of both entities have delegated their powers and functions. The group has several sub-committees which report into and advise the Group Board. The structure of the overall governance model can be seen in Annex H. The Group Board carries out an annual self-evaluation process to review its effectiveness and continue to improve its performance.

The Group Board has responsibility for:

- protecting the interests and assets of each charity and its schools;
- safeguarding the charitable objects;
- ensuring the maintenance of the United Learning ethos and values;
- Group strategy, management and governance; and
- financial and educational performance.

The Chair of the Group Board is [redacted] The Group Board delegates management of the Group to the Chief Executive and the management team, who therefore carry out important governance and leadership roles in relation to the individual schools in the Group. ULT and UCST have delegated decision-making powers to the Group Board, but continue to exist as separate charities and to meet as appropriate. [redacted] chairs UCST and [redacted] chairs ULT.

Relationship with Local Governing Bodies

The Trustees have the ultimate legal responsibility for the governance of all United Learning schools. Each school also has its own Local Governing Body (LGB) – or is part of an Executive LGB arrangement - to which clear roles and responsibilities have been delegated.

The central purpose of our LGBs is to provide support and challenge to the school on behalf of the Group Board, drawing on local knowledge of the school and its community. LGBs meet regularly, supported in their role by Education teams, through paired visits, training, provision of feedback and reviews of LGB minutes. Education teams work with governors with specific responsibilities to ensure they are able to effectively monitor their school in the designated area – for example, use of the pupil premium, attendance, safeguarding or finance.

The Group Board maintains links with the LGBs through the Company Secretary (as first point of contact on governance issues) and designated Trustees: [redacted] (Northern Academies); [redacted] (Southern Academies); [redacted] Primary Academies); and [redacted] (Independent Schools).

The Chairs of the LGBs of the academies and of the independent schools come together with relevant lead trustees on each side to form an Education Board, which meets three times in the academic year and provides advice on strategy and education, further enhancing communications between Local Governing Bodies and the Trustees.

Section G – Financial viability

Schools must be financially sustainable and ensure that every pound is used efficiently to have maximum impact for the pupils and the school. Although we appreciate that you will not know the exact amount of funding that your school will receive when open, we expect your financial plan to demonstrate that you are able to manage your school's budget efficiently. You need to set out your robust financial plan for how you will make the best use of resources. We will assess whether your financial plans support the delivery of your education vision within the funding provided. **All applications, including those with an innovative or new approach, must demonstrate that the school will be financially viable.**

If you have previously opened a free school, you do not need to complete the financial template at this stage unless you wish to. However, you may use box G1 below to tell us anything that will help us understand your financial health.

If you have not previously opened a free school, please:

- Complete the setting up a free school financial template Excel spreadsheet; and
- Refer to Section G of the how to apply guide for what should be included in this section.

G1 – Additional commentary on financial viability

As a large trust managing over 65 schools with an annual turnover in excess of [redacted] we have a significant amount of experience in ensuring schools provide excellent education provision while remaining financially viable. As such every United Learning academy must submit a five-year forecast annually, which is signed off by the Board of Trustees. This enables the group to ensure that robust financial monitoring and planning is in place, and that each school is taking a long-term view to achieve sustainability while still maintaining high quality educational provision.

We also have experience in successfully opening three previous Free Schools. As will be the case at Chilmington Green, each of those schools opened with one cohort of students and have grown year on year. All have been successful in their opening years, attracting strong pupil numbers with high quality education while remaining financial viabile.

[redacted] we have done so for a 100% model to show that we have taken a comprehensive and realistic look at the resourcing of the school once open and over the first eight years of operation. The assumptions made which underpin the financial plan have been based on costs and cost ratios experienced in United Learning's academies across the group. As such they are rooted in actual practice and provide confidence in terms of accuracy.

Key staff will be appointed to work in the pre-opening period and those costs will be managed from the school's pre-opening grant. Working with United Learning Team Around the School allocated to the project they will develop the school's strategic

G1 – Additional commentary on financial viability

development plan and management systems, HR systems, financial controls, site services, policies and procedures. They will also recruit the school's first cohort of staff.

The staffing plans in Section E3 identify these personnel who will be appointed to begin working in Septemebr 2022 at all levels of staffing. This will allow the school's educational vision to be realised from day one, the budget is based on these plans.

Draft school budget

The financial model has been developed in parallel with the staffing and educational plans and the requirements of the United Learning curriculum. This includes all staffing costs, operational costs and standard service level agreements for a secondary school of this size.

The staffing structure on which this budget is based anticipates accepting 4FE Year 7 entry in the first year, 5FE in the second year and 6FE in the third year and beyond. It also anticipates a slight shortfall in the number of sixth form places filled in the first three years sixth form pupils will be admitted. Although KCC has indicated that the school could grow to 8FE in the long-term it is not clear when this will be – hence this proposed budget assumes only up to the 6FE which KCC are confident will be achieved given projected pupil numbers.

The 100% model projected budget demonstrates that Chilmington Green Secondary Academy will have an in-year deficit of [redacted] in its first year of operations -this is due to the schooladmitting only 4FE in the first year, where staffing will also be frontloaded to ensure effective management and planning ahead of the future growth of the school. However, the school will then begin to generate significant surpluses in most years thereafter, apart from the third and fifth year where it is around breakeven due to increased staffing costs against pupil numbers in those years. The cumulative deficit is is reduced to [redacted] in years two and three before becoming a cumulative surplus in the fourth year. This surplus then increases significantly year on year.

School income has been based on the model embedded in the spreadsheet plus reasonable assumptions about levels of additional income that could be generated through lettings and catering – these are conservative estimates based on similar schools of this size within the group, and accounting for the growth of the school in its first few years of operation. The actual level of income the school will receive is currently unknown; however, the forecasts set out in the model allow sufficient flexibility so as to protect the educational viability of the school.

As a large group we have the capacity to absorb a short term deficit of the type described here. Our aim is for all schools to post balanced budgets and generate at least [redacted] surplus each year and this will ultimately be how Chilmington Green Secondary Academy is managed. This budget is of course purely indiciative – in the course of preparing for the opening of the school our finance team will work closely with the school's Headteacher to ensure the budget is as close as possible to a breakeven position in the first year. However, we understand the need to be flexible as a school is growing and

G1 – Additional commentary on financial viability

pupil numbers are increasing, particularly in the first year, and are confident that we could manage the finances effectively until the school has a full student cohort in each year.

Every member fo the teaching staff, apart from the Headteacher and Deputy Headteacher, will be expected to teach pupils with increased teaching contact time in the early years after opening until a critical mass of pupils is built up. This will allow the school to run with a minimum number of teaching staff, keeping the staff costs to total income ration at a reasonable level from 2023 onwards.

Once numbers increase and more teachers are employed Assistant Heads will have more time out of the classroom to focus on leadership. The headteacher and Deputy Heads will be non-class based to allow focus on leadership and management of the staffing body. There will be two Teaching Assistants per year group in Key Stage 3 and Key Stage 4, and two added when the sixth form opens.

Staff salaries have been projected at levels that the Group currently experiences locally. Value for money will be achieved in every post will be advertised nationally as well as through the trust. We will also work with existing schools to track our internal talent pool – we would expect to be able to encourage strong existing members of staff to apply for positions in the new school, therefore ensuring confidence in the likely quality of the staffing profile at the point of opening.

This detailed approach to financial management and staffing will allow us to be flexible. Closer to the time, if the pupil number projections indicate intake we will have the expertise and robust financial management experience to ensure that we can adjust the proposed plans. We will work closely with the KCC admissions department to monitor the projected numbers in the area on opening and factor this into our educational and financial planning.

The main assumptions of the model are:

1. All year groups are filled to capacity of 6FE, except the opening cohort in 2022 (4FE) and Year 7 cohort in 2023 (5FE). We have also anticipated a slight reduction in the number of pupils.
2. All deprivation measures are based on local authority averages. In some cases these are slightly lower than the local picture in existing schools close to Chilmington Green would suggest; however, we have left them at the conservative estimate of LA averages.
3. Any extended day experience is assumed to be self-funding at a breakeven cost and have therefore been excluded from the model.
4. All pupil variable costs such as catering, books and materials are initially based on United Learning academy averages, with costs increasing as the school grows.
5. All other costs are based on a United Learning secondary academy of similar size and location to ensure costs are reasonable.

G1 – Additional commentary on financial viability

6. Staff costs (including the Principal and support staff) are based on United Learning averages for cademies in the same geographical region.
7. Total teaching costs have been assessed year on year by comparison as a percentage of total income to ensure they are consistent with United Learnning averages.
8. Rates charge is based on a similar sized school in the same geographical location.
9. Insurance premium will be lower than a similar standalone school due to the benefit of group purchasing through United Learning. Insurance costs for our academies are calculated on a per pupil rate of [redacted]
10. The financial template does not allow for pay awards and incremental inflation increases so the budget does not reflect those potential costs. However, our own budget template factor this in and they will form part of of our financial forecasting on the project should we be chosen as the agreed sponsor.
11. All teaching requirements are in line with the staffing needs for a school of this size.
12. All costs are quoted net of VAT as the school will be VAT registered and able to claim back VAT on most purchases.
13. The central admin charge covers all educational, finance, HR, ICT, estates, and safeguarding support provided by the trust through its Team Around the School approach.
14. Apart from the Executive Business Manager, no sharing of staff with Wye School has been factored into this budget work. However, we would expect to be able to achieve efficiencies in both schools through the joint deployment of teachers and leaders across the two schools where appropriate – for example, leaders responsible for particular areas of work, non-core subject teachers or teachers of A-level subjects with low uptake, support staff with pastoral care responsibilities.

We have created this initial budget based on standard intake in Years 7-11, while estimating conservative pupil numbers for the initial intake in the sixth form. This gives us confidence that, on the basis of these plans, the school will still be viable even if each year group is not full in the initial opening period. We anticipate that as the school's reputation develops it will take in full cohorts of 30 into reception from the third year onwards.

Value for Money

United Learning is a not-for-profit charity and all its cost proposals, apart from legal fees, relate to work carried out by its staff with no element of profit. United Learning will also seek to use existing resources to fulfil the obligations of the project and maximise the use of its existing networks of specialists and advisors for support and guidance to

G1 – Additional commentary on financial viability

ensure that we achieve the stated outcomes for Chilmington green Secondary Academy. We are therefore confident that we will be able to resource the Free School with excellent infrastructure, deliver strong recruitment processes and guarantee the required educational input from staff in the pre-opening period. We will plan the required capacity into the responsibilities of existing staff, thus maximising the return and ensuring strong value for money from the available funds.

The Group will also use the depth of experience within at trust level to help deliver strong value for money. The Headteacher will be able to call on the trust's senior educationalists for support in both the pre-opning period and after the school opens – they will also work with the Headteacher and senior leaders at Wye school to help in thepreparation and delivery of the educational vision and curricular content. This support will be subsidised during the pre-opening phase. Similarly, once the Chilmington Green Secondary Academy opens leaders will be able to draw on the experience and expertise of these same practitioners in continuing to develop and enhance educational provision. This expertise and input will cost the school nothing, thus ensuring strong value for money (just as Wye School will benefit from the expertise/input of the new school's leaders).

More broadly, our arrangements with suppliers as a large MAT mean that staff and pupils will have access to the very best technology to enhance their learning. We are able to buy and lease commodities at advantageous rates using our consolidated buying power. In past years, this has been leveraged for a number of cost headings. For example, technology leases to enable academies to use mobile technology devices in the classrooms are costed at rates below those possible for single schools (benchmarking estimates [redacted] savings).

The MAT has also taken advantage of aggregated PC purchasing, allowing our academies to opt-in to group discounts, and we have aggregated the purchasing of the majority of our software including over 10% savings on Microsoft licences, and a third off apps such as 'Show My Homework' that is used across a number of our academies. The group can make similar savings in the purchase of fixed and loose FF&E through our consolidated buying power. In addition, we have group contracts in place covering energy, catering, insurance and recruitment, all of which are used by our schools to make valuable savings and ensure that, as much as possible, school finances are used to enhance educational provision for our pupils.

Finally, the project management processes employed by United Learning will also help ensure value for money by streamlining work and making use of existing resources where available and appropriate. Robust measures will include:

- working closely with all key stakeholders, including the LA, the DfE and community-based representatives to ensure we have a robust plan to achieve the best environment to deliver a school with a curriculum that transforms education and learning in the most appropriate facilities that demonstrate value for money;
- use of regular steering group meetings to ensure key decisions are subject to scrutiny by the principal stakeholders;

G1 – Additional commentary on financial viability
• strong project management discipline to ensure that plans are robust and risks are proactively managed; • regular review of project plans to ensure time critical elements are incorporated – recruitment of staff and governors, marketing around the admissions cycle, development of educational plans, policies and procedures, building completion, handover and preparation; • regular reporting on work streams to KCC, the DfE, the United Learning Executive and Group Board of Trustees; • regular and timely risk assessment and budgetary controls; and • regular communications and media protocols.

Section H – The proposed site (use Excel spreadsheet)

Finding a suitable site is an essential part of opening a free school. As part of preparing your application you should investigate potential sites for your school and tell us about them in your application. If you are successful, we will work with you and the local authority to secure a site for your school.

We will consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area. **We will give preference to those projects where we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those applications that come forward with a local authority or government owned site on a peppercorn rent.

This section will need to be completed by **all** applicants. If you are applying for more than one school, you must complete this section for each free school for which you are applying. Please:

- Complete the Section H tab in the Excel spreadsheet; and
- Refer to Section H of the how to apply guide for what should be included in this section.

Annexes

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

- Provide CVs of key individuals named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

Annex 1

CV template		
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

CV template		
		[redacted]
[redacted]	[redacted]	[redacted]

Annex 2 -Example Report to Parents

Attendance

The national average for attendance is 95%. Across a whole year this would mean missing 9 days of school. Our whole school attendance target is 97%.

% Attendance				Number of days missed			
Whole year	**Term 1**	**Term 2**	**Term 3**	**Whole year**	**Term 1**	**Term 2**	**Term 3**

Homework

We expect Key Stage 3 pupils to complete 1 hour of homework per night, with 2 hours at Key Stage 4 and 3 hours at Key Stage 5. This year your child has had __ homework detentions.

Behaviour

- Your child has received __ positive behaviour referrals (average for year group __)
- Your child has received __ negative behaviour referrals (average for year group __)

Contribution to school community and commitment to learning

Your child has participated in the following extra-curricular activities this year (to be completed by the pupil and confirmed by form tutors):

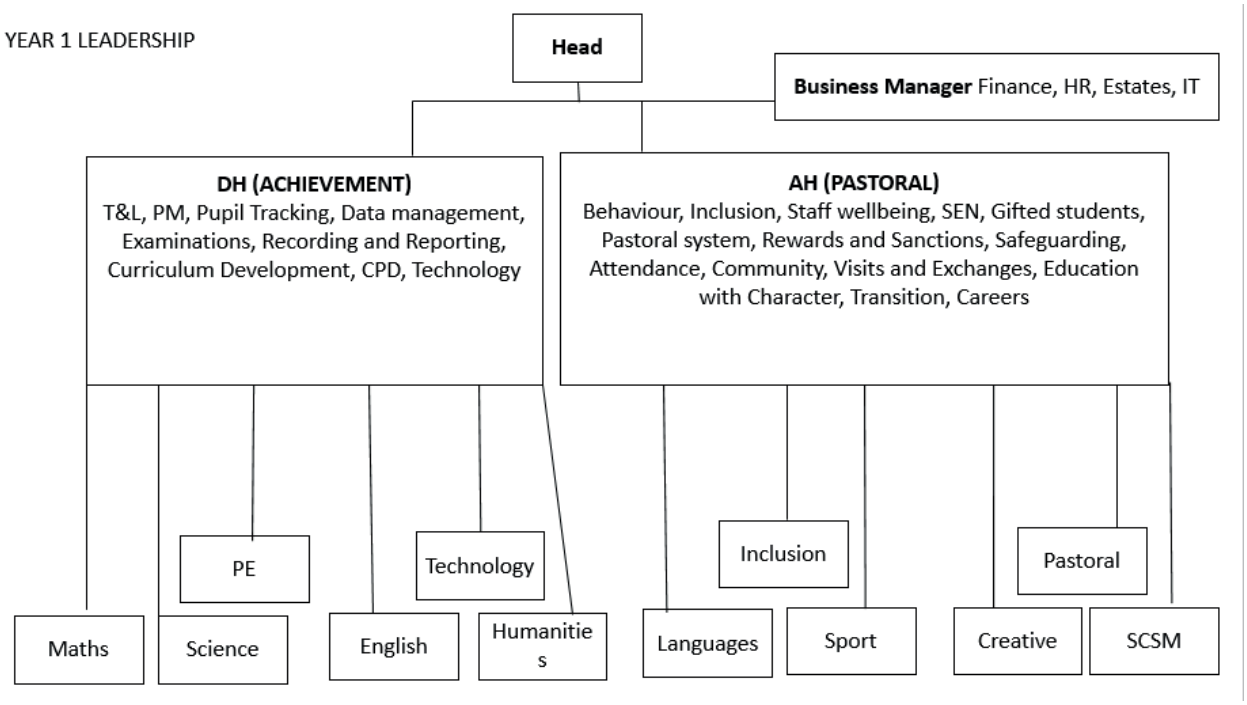
1. Personal reading (reading age at start of year __; reading age at end of year__)
2. Hegarty Maths (__ hours per week on average)
3. ……
4. ……

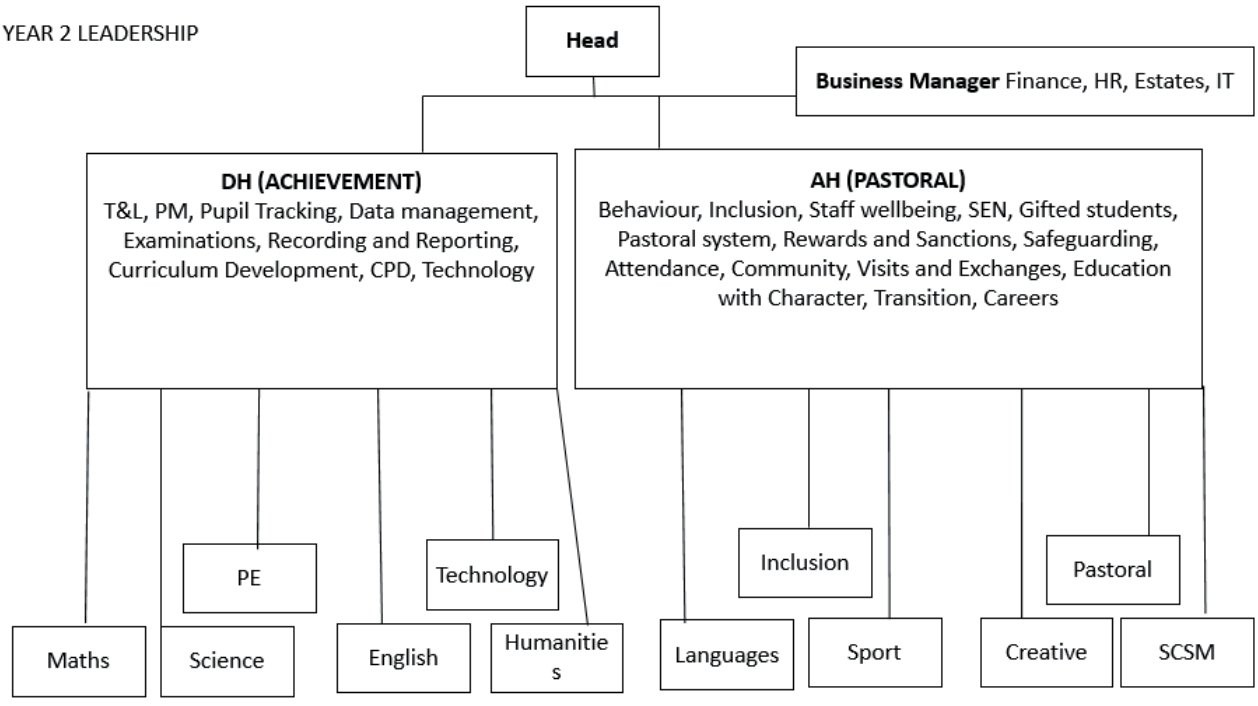
Classroom achievement

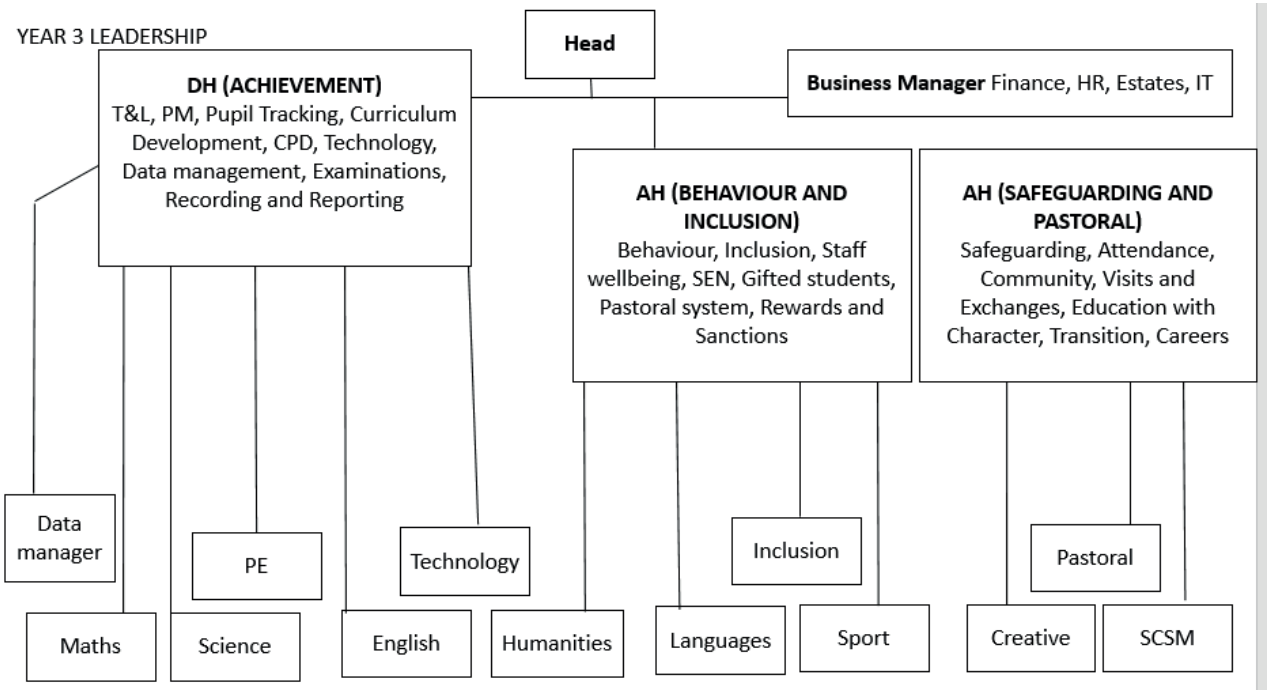
Subject	% score in end of year assessment	Average % score for year group in end of year assessment	Position in year group based on end of year assessment	Current grade based on end of year assessment	Target Grade (based on KS2)
English					
Mathematics					
Science					
History					
Geography					
Spanish					
Religious Education					
Due to the nature of the subjects below we take a different approach to assessment					
	% of KPIs met or exceeded	Meeting age related expectations**?** EITHER **Working towards** age related expectations OR **Working at** age			

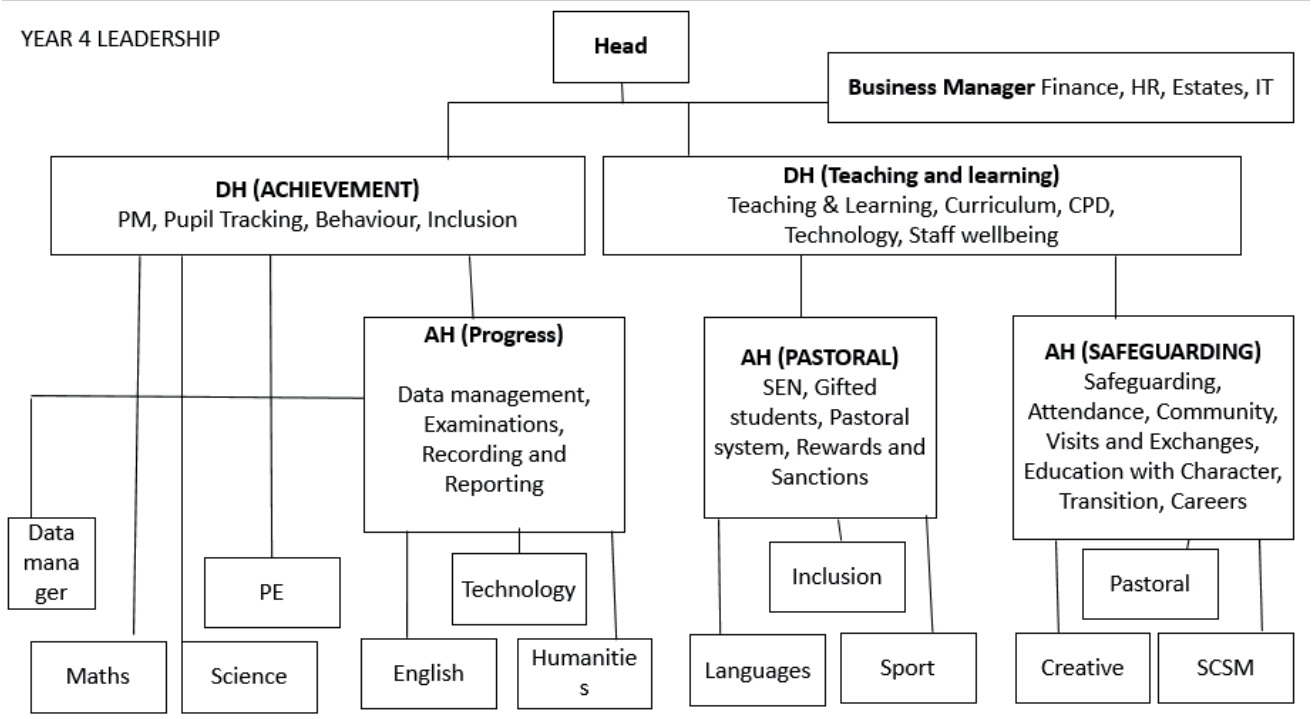
		related expectations OR **Working above** age related expectations.
Music		
Drama		
Physical Education		
Design and Technology		
Art		

Annex 3 – Staff Organogram

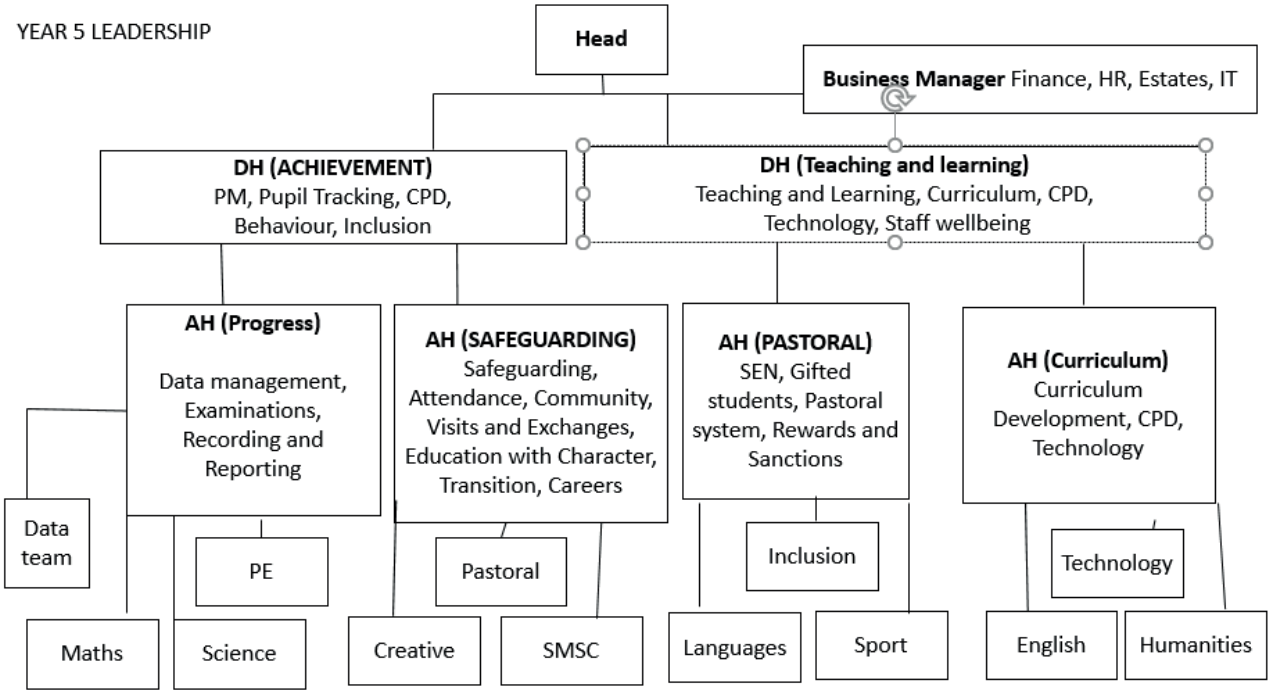




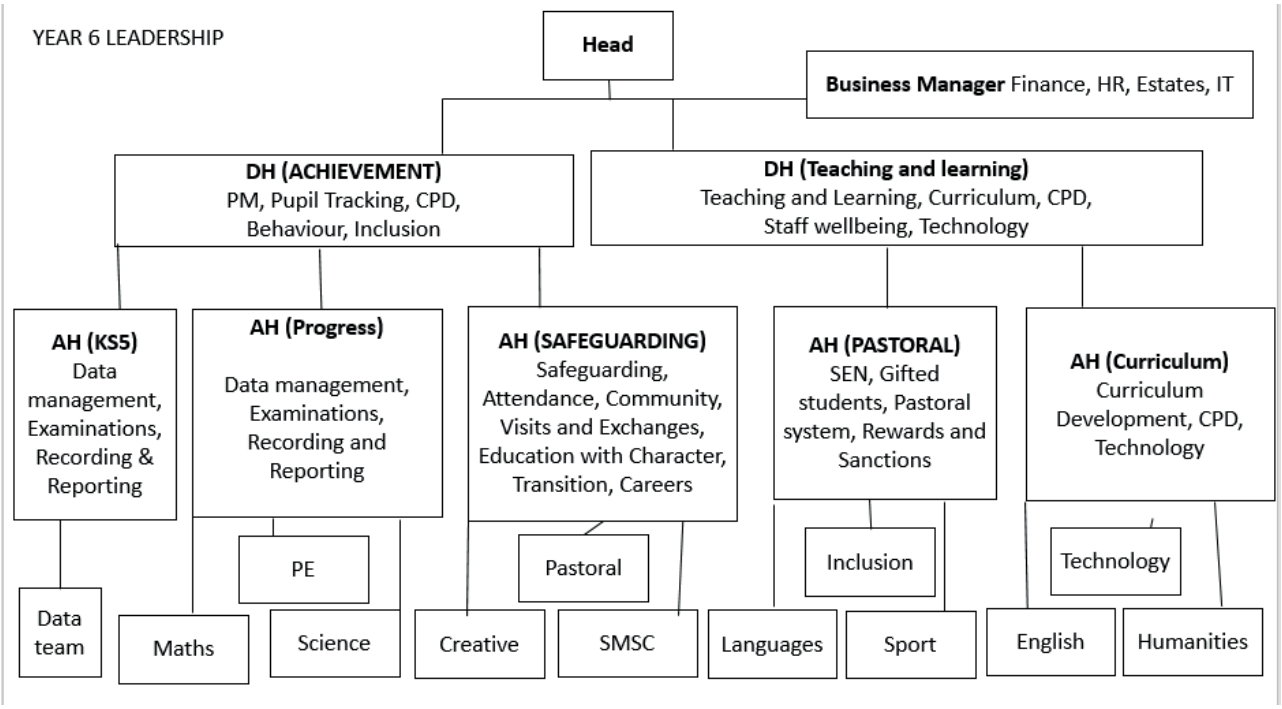

YEAR 3 LEADERSHIP
Head
DH (ACHIEVEMENT)
T&L, PM, Pupil Tracking, Curriculum Development, CPD, Technology, Data management, Examinations, Recording and Reporting
Business Manager Finance, HR, Estates, IT
AH (BEHAVIOUR AND INCLUSION)
Behaviour, Inclusion, Staff wellbeing, SEN, Gifted students, Pastoral system, Rewards and Sanctions
AH (SAFEGUARDING AND PASTORAL)
Safeguarding, Attendance, Community, Visits and Exchanges, Education with Character, Transition, Careers
Data manager
PE
Technology
Inclusion
Pastoral
Maths
Science
English
Humanities
Languages
Sport
Creative
SCSM

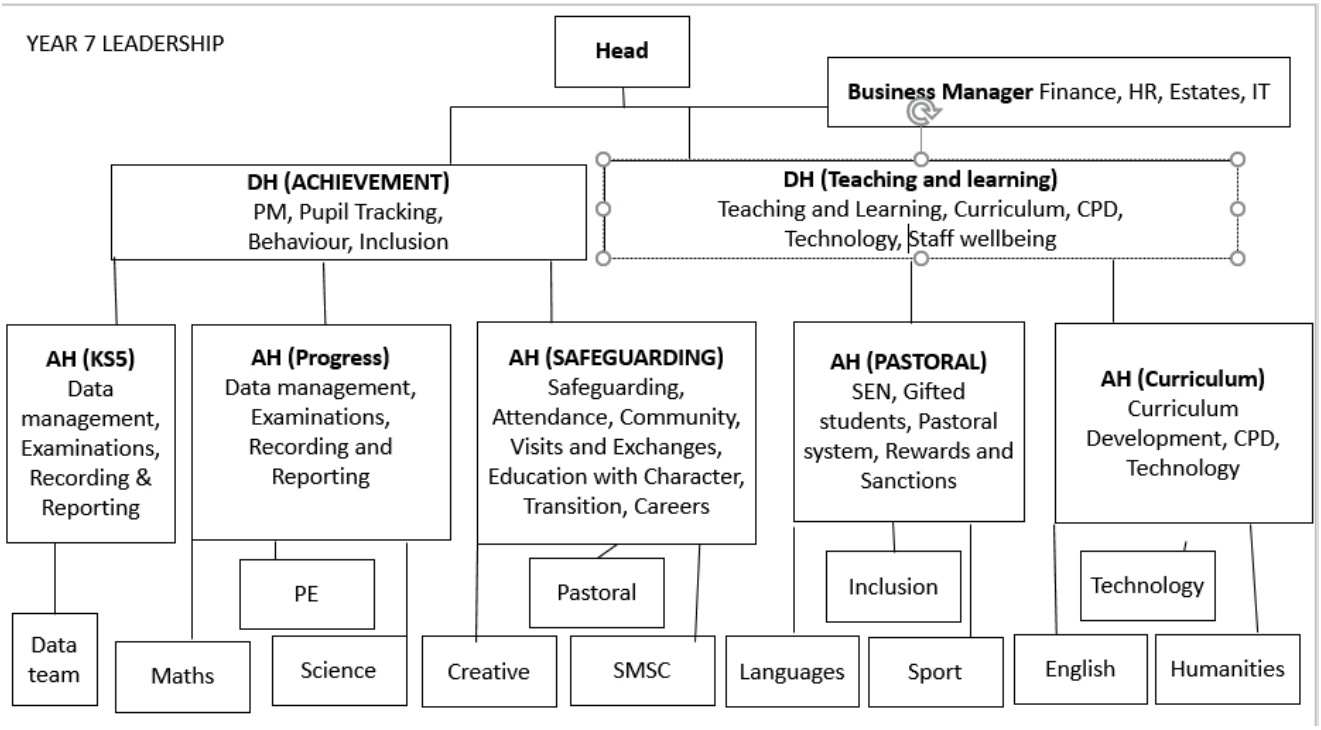

YEAR 4 LEADERSHIP
Head
Business Manager Finance, HR, Estates, IT
DH (ACHIEVEMENT)
PM, Pupil Tracking, Behaviour, Inclusion
DH (Teaching and learning)
Teaching & Learning, Curriculum, CPD, Technology, Staff wellbeing
AH (Progress)
Data management, Examinations, Recording and Reporting
AH (PASTORAL)
SEN, Gifted students, Pastoral system, Rewards and Sanctions
AH (SAFEGUARDING)
Safeguarding, Attendance, Community, Visits and Exchanges, Education with Character, Transition, Careers
Data mana ger
PE
Technology
Inclusion
Pastoral
Maths
Science
English
Humanitie s
Languages
Sport
Creative
SCSM

YEAR 5 LEADERSHIP



YEAR 6 LEADERSHIP




YEAR 7 LEADERSHIP
Head
Business Manager Finance, HR, Estates, IT
DH (ACHIEVEMENT)
PM, Pupil Tracking, Behaviour, Inclusion
DH (Teaching and learning)
Teaching and Learning, Curriculum, CPD, Technology, Staff wellbeing
AH (KS5)
Data management, Examinations, Recording & Reporting
AH (Progress)
Data management, Examinations, Recording and Reporting
AH (SAFEGUARDING)
Safeguarding, Attendance, Community, Visits and Exchanges, Education with Character, Transition, Careers
AH (PASTORAL)
SEN, Gifted students, Pastoral system, Rewards and Sanctions
AH (Curriculum)
Curriculum Development, CPD, Technology
Data team
PE
Pastoral
Inclusion
Technology
Maths
Science
Creative
SMSC
Languages
Sport
English
Humanities

Department for Education

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