



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

NORTHAMPTON SCHOOL

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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?	Yes
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)	Yes
Section B – evidence of need for a new school in the area	Yes
Section C – vision	Yes
Section D – engagement with parents and the local community	Yes
Section E – education plan	Yes
Section F – capacity and capability	Yes
Section G – financial viability (including the financial template where appropriate)	Yes
Section H – the proposed site (Excel, do convert this file into a PDF)	Yes
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	Yes
4. Have you fully completed the appropriate financial template where necessary?	Yes
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?	Yes
6. Re-applications only: Have you changed your application in response to the written feedback you received?	N/A

Task to complete	Yes
<p>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).</p>	Yes
<p>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</p>	Yes

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – [school name] with:</p> <ul style="list-style-type: none"> • 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? 	Yes

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 of company

[Redacted signature]

[Redacted signature]

[Redacted signature]

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 –	Word form	All applicant groups must complete this section.

Curriculum plan		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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Word form	Different information is required depending on whether you are a MAT or not.

governance structure		Additional information is required if you are applying for more than one school.
G – Financial viability	Financial template	<p>If you have previously opened a free school, we will use data that we already hold to assess this section.</p> <p>If you have not previously opened a free school, you must complete this section in full.</p> <p>Additional information is required if your proposal includes a nursery.</p>
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.

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.

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

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.

Northampton School will serve students in the locality of the school and across the town of Northampton. There is clear evidence from national data and Local Authority projections that there will be a need for at least one additional secondary school (8FE) to meet the demand for secondary places in Northampton from September 2021.

Northampton has experienced a significant surge in its population since 2008 due to an increased birth rate, increasing migration into the town and large amounts of housing development. In 2015 the population stood at 219,495 people which is projected to rise to 235,300 by 2020. This growing population has seen a sharp increase in the town's

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.

total primary age cohort with 4856 more students on a primary roll in September 2018 in comparison to 2009. Two new secondary schools have been built in the past three years in the town to cope with the subsequent increased demand for secondary places however, such is the growing population, there is still a need for at least one further secondary school from September 2021.

The table below (LA document -*Northampton Secondary Provision: Demographic information and demand for a new 8FE Secondary School – Annex B1*) has been provided by the Local Authority and indicates the total NCY7 PAN in the town and associated surplus places based on the Y7 September 2018 intake for the 11 town secondary schools.

September 2018 allocations for Northampton secondary schools points to further reductions in the level of surplus capacity across NCY7 classes, as Table 2 (below) shows:

DfE	School name	PAN (2018)	09/2018 NCY7 allocations	Surplus places	surplus as % of capacity
4007	Abbeyfield School	240	240	0	0.00%
4066	The Duston School (secondary phase)	240	240	0	0.00%
4071	Kingsthorpe College	240	240	0	0.00%
6910	Malcolm Arnold Academy	240	240	0	0.00%
6905	Northampton Academy; The	240	272	-32	-11.76%
4018	Northampton International Acad	300	288	12	4.00%
5404	Northampton School for Boys	210	223	-13	-5.83%
4076	Northampton School for Girls	290	290	0	0.00%
4703	Thomas Becket Catholic School	180	145	35	24.14%
4000	Weston Favell Academy	270	258	12	4.65%
4020	Wootton Park School	120	120	0	0.00%
TOTALS		2570	2511	59	2.29%

Table 2: September 2018 secondary allocations data for all NCY7 classes – all places, provisional and allocated. Highlighted cells indicate schools currently oversubscribed or with no spare places.

The table illustrates that Y7 capacity in September 2018 is limited to three of the 11

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secondary schools and that the overall surplus capacity level of 2.29% is well below the 5%-10% recommended by the DfE/NAO guidance (2013) to accommodate in year movement with an appropriate degree of flexibility.

In terms of the projected secondary cohort over the next eight academic years please see the table below (labelled Table 3 in the LA document *Annex B1*) also provided by the Local Authority. This table is based only on numbers of students currently in the town primary schools and does not take into account further growth through intended housing developments which will be discussed later in this section.

The table clearly shows that at Northampton School’s proposed opening date of September 2021, the total PAN for NCY7 is 181 places short, a gap which is maintained between 148 places to 220 places short per NCY7 until 2026-27 with a total increased 11-16 population of 2529 between September 2018 and September 2026. These figures are further substantiated by the national data (DfE 2017 SCAP – *Annex B2*) which indicates for Northampton that there are 202 additional secondary places needed in September 2021, 511 in September 2022 and 722 in September 2023.

Projected/forecast growth in the secondary phase, 2017/18 to 2026/27

Table 3 (below) provides an overview of NCC’s most recent projections for all Northampton secondary provision.

School Year	PAN	11+	12+	13+	14+	15+	Total Roll 11-16
2017/18	2550	2390	2266	2053	2001	1905	10615
2018/19	2570	2509	2402	2269	2040	1983	11203
2019/20	2570	2709	2521	2405	2256	2022	11913
2020/21	2570	2701	2721	2524	2392	2238	12576
2021/22	2570	2751	2713	2724	2511	2374	13073
2022/23	2570	2720	2763	2716	2711	2493	13403
2023/24	2570	2718	2732	2766	2703	2693	13612
2024/25	2570	2790	2730	2735	2753	2685	13693
2025/26	2570	2751	2802	2733	2722	2735	13743
2026/27	2570	2740	2763	2805	2720	2704	13732

Table 3: Secondary projections (Northampton). **Notes: (1).** Highlighted cells indicate year groups where the number of pupils on roll exceeds available capacity

In successive meetings that we have had with the Local Authority they have stressed that they believe that the numbers cited in the table (Table 3) above significantly underestimate the actual numbers of secondary places which will be needed in the

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.

town in the proposed year of opening (2021) for Northampton School going forward.

The main reason why the Local Authority believe that the numbers in the table greatly underestimate the realistic number of secondary places which will be needed is because of the large amount of approved and proposed housing development in the town coupled with Northampton having the highest level of in-year movement of all the districts and boroughs in the county.

The LA document attached in *Annex B1* lists over 3.5 pages of housing development planning applications relevant to the Northampton area, their current status and the expected secondary pupil yield from each development.

If all of the planning applications are approved and seen through to fruition, there will be 20,555 homes built with an expected secondary pupil yield of 4320 students. 11,092 of these dwellings have had approved planning permission to date which has an expected secondary yield of 2284 students.

In summary, there is only a small number of surplus places for the NCY7 currently in the town which falls to a nationally identified deficit of between 181 (LA data) and 202 (national SCAP data) by the time that Northampton School would open in September 2021. These figures relate only to the number of primary students currently on roll in the town and do not take into account the secondary student yield from the extensive housing developments which are already lodged in planning or already approved, with many new homes already in the process of being built.

The admissions policy for Northampton School would be open to students in new housing developments close by and to children who live anywhere in Northampton. Such is the demand for an NSB style of education we expect the new school to be heavily oversubscribed with applications from across the whole of the town. If this is the case, we will replicate the random allocation system used at NSB to determine the final allocation of places. For context, NSB has no catchment area and is vastly oversubscribed (946 applications for a PAN of 210 in 2018) with applications from all over Northampton.

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.

Not applicable

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 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.

Section C – Vision

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

The trustees of Northampton School *for Boys* have proposed a new secondary Free School in recognition of three main factors.

Firstly, as the most oversubscribed school in the county, with, 946 applications for a place in Year 7 in 2018 including 655 first choices (*Annex C1*), we recognise that there is a huge parental demand for an NSB style of educational provision. Given the need for school places from September 2021 as identified in Section B1, a new 11-16 secondary school, which emulates the culture and ethos of NSB would provide outstanding levels of opportunity and achievement to another 1100 students within Northampton. We believe that it is morally right to offer an NSB education to more students in the town. The feeder school link into the NSB Sixth Form, which is also hugely oversubscribed with 755 applications in 2018 (*Annex C2*), especially with external female applicants, will also make the new school very attractive to parents. We also recognise that the NSB ethos and culture of excellence for all will be as outstanding in its success for Year 7-11 girls as it is for boys within a co-educational school.

Secondly, we recognise that the Trust has a responsibility to improve the overall standards of secondary education in Northampton which are significantly below the

C1 – Vision

national average (*Annex C3a*). Seven of the nine town secondary schools with 2018 GCSE results have an average or below average P8 score (NSB well above average, NSG above average) and seven of the nine have below the national average attainment figures. For context in attainment, NSB's updated score of 74% of students achieving a Grade 5+ in English and Maths (top in county) is 27% ahead of the second ranked school in the town. In 2017 (2018 figures not yet released for all schools but NSB +0.83) the average Progress 8 score in the town for disadvantaged students was significantly negative with only two schools recording a positive progress 8 figure for this cohort (NSB +0.51, NSG +0.17) (*Annex C3b*).

Thirdly, after four successive years of significant improvement (*Annex C3c*) at NSB under the current leadership, the Trustees feel that NSB is firmly secure in its outstanding status and therefore it is an appropriate time to consider expanding as a Trust. Members of the NSB Trust also have significant financial expertise which has ensured that NSB has delivered outstanding value for money in terms of educational provision over many years. Since NSB converted to an Academy in 2010, the NSB Trust has demonstrated financial sustainability which greatly enhances the mitigation of financial risk if the Trust were to be awarded Northampton School.

The new school would seek to emulate the culture and ethos of NSB which has enjoyed unprecedented academic and extra-curricular success in recent years (see section F - track record).

The ethos of NSB is a culture of excellence that delivers an 'independent style' education to the community, without gimmicks or game play, offering the best to students, expecting the best of students and getting the best out of its students. The school offers a state school alternative to independent education, thereby greatly enhancing the social mobility opportunities for its boys and girls. Its ethos has been acclaimed at the highest level by the government. Following a visit to the school by the Minister for School Standards, Nick Gibb MP, in April 2018, the school received an email from the DfE (*Annex C4*) which included the following comments:

One of our Ministers mentioned the work that your school does as being an outstanding example of a comprehensive school with a 'grammar school' ethos, which expects the best from all its pupils; which delivers a stretching curriculum in traditional subjects whilst also providing a strong education in technical subjects, excellence in the arts and sport and a focus on discipline. He wants to see a wider range of comprehensive schools doing what you are doing.

Northampton School would seek to replicate the ethos and culture of NSB. Accordingly, there will be a focus at the new school on five main areas:

- 1) A rigorous academic curriculum for students of all abilities where classes are streamed, with flexible movement between sets according to performance
- 2) A culture of high expectations and disciplined student behaviour
- 3) A supportive and caring environment where children are thoroughly prepared for what life may bring them outside of the school gates
- 4) Opportunities for all students to enjoy a wide breadth and depth of extra-curricular activities
- 5) A rigorously personalised approach to intervention with disadvantaged students

C1 – Vision

All students at Northampton School will study the identical curriculum to NSB students which is broad, balanced and academically rigorous, culminating in an EBacc curriculum for the vast majority in KS4. All students will be given challenging but achievable minimum and aspirational targets with built in national value added.

The curriculum will be knowledge rich with an emphasis on the sequence of knowledge across subjects so that it is coherent and emphasises knowledge to be remembered, constantly building upon using the principle of ‘knowledge begets knowledge’. The teaching approach will be through whole class teaching and teacher led instruction so that every child, regardless of ability, will be taught the core curriculum content thereby promoting the mastery of key content before moving onto more complex material without being subject to the vagueness of an enquiry-based approach to learning. This is the approach adopted at NSB where all students, regardless of prior ability, study academic GCSEs, including 70% plus of the cohort studying for the EBacc. Supporting evidence of impact is through the GCSE progress outcomes at NSB which are exceptional and well above average for all groups at the school in 2017 (*Annex C5a*) and improved even further in 2018 (*Annex C6*). We would expect these scores to be replicated at Northampton School as it will mirror the NSB educational approach.

Northampton School will rigorously set high expectations and standards of its students supported by a proven pastoral management structure. The structure will seek to replicate that of NSB which has exclusion and absence rates well below the national average (*Annex C5b*), significantly positive SEND progress (*Annex C5a*) and an exceptional reputation for behaviour standards. Heads of Year and Form Tutors will have clear areas of accountability which combine the academic and pastoral areas of the role, students with low levels of literacy and numeracy on intake will have small class and out of lesson intervention. The outstanding Additional Intervention Team at NSB will also help fortify the SEND provision at the new school so that all individual needs can be met appropriately.

Northampton School will have an ethos where the importance of British Values is embedded deep across the curriculum and through activities outside of the classroom. This will enable all students to be embracing of diversity and to have respect for all people regardless of their background. The school will emulate NSB in the promotion of LGBTQ rights and the stamping out of homophobic bullying. The school will embrace an Enterprise Week which, together with a weekly PSHE session and opportunities provided by the Trust’s extensive links with local and international business, will help ensure that students have a thorough grounding in all areas of the PSHE and WRL curriculum.

Through NSB, the Trust is aware of how powerful an exceptional extra-curricular programme is to a school. Such a programme ensures that all students are able to maximise their potential in all of their interests, that students are busy at lunchtime and after school, that students develop great pride in the school, that positive personal and team working characteristics are developed and this has a huge positive knock on effect on student behaviour, achievement and social development. New staff employed at the school would have to demonstrate at interview, strong support for contributing to the extra-curricular ethos. There will be an expectation that all Northampton School students take part in at least two activities / clubs per week as per NSB students.

C1 – Vision

The Sixth Formers at NSB would be utilised to help teachers run sufficient clubs and activities at Northampton School together with external paid instructors / peripatetic teachers in specialist areas. There are over 290 weekly activities on offer to students at NSB with national titles (including being ranked as the number one State School for Sport in England), and acclaim in sport, music, dance, drama and art and we would expect this level of success at Northampton School over time (*Annex C7a,b and c*). Linked to this crucial area of school life the school would seek to have a split 10% specialist intake for students with potential in Sport and Expressive Arts respectively.

NSB has achieved exceptional disadvantaged GCSE cohort results (*Annex C6*), standing at +0.83 Progress 8 in 2018 for a cohort of 35 boys. The interventions and support for disadvantaged students at NSB would be mirrored at Northampton School. These would include, SLT accountability for the disadvantaged cohort in each subject area, teacher performance management targets linked to the disadvantaged cohort, timetabled lunchtime lessons which count as part of a teacher's teaching load, SLT individual mentoring and educationally viable incentives to reward disadvantaged students who are on track with their academic achievement, behaviour and attendance.

NSB's overall approach to the curriculum, policies, management and talent management staffing structure would be mirrored by Northampton School in order to embed NSB's proven culture into the new school. NSB already has weekly timetabled time for System Leaders across the curriculum to support other schools in the town and some of this time would be redirected to Northampton School. The NSB schemes of work and linked assessment and reporting structure would be implemented at Northampton School. All new teachers appointed in the first two years would be attached to the relevant NSB department and would attend the twice termly curriculum team meetings. In addition, members of the current NSB SLT will be seconded over to the new school to help embed the ethos. The designated Head is to be an experienced member of the NSB senior leadership team. The Executive Head, who will also be the Headteacher of NSB, together with the Trust Board (who are all NSB governors) will also ensure that the NSB ethos and culture permeates throughout Northampton School.

The NSB Trust already provides a variety of services to local schools through its Teaching School status. As well as wide-ranging professional development courses, many of the ITT trainees enter the local work force (*Annex C8*). The NTTP (SCITT of the Teaching School) will act as a potential future teacher supply model for Northampton School. The Teaching School has also provided significant school to school support for local schools in the area. This has included a large support package which helped Weston Favell Secondary Academy, Northampton, to move out of Special Measures to Requires Improvement in 2017/18 and p4 of the Ofsted report recognises the input NSB had in improving standards of leadership, teaching and achievement (*Annex C9*). Any outstanding practice at Northampton School will be used by the Trust's Teaching School for the benefit of schools across the town and county.

In terms of future expansion, the Trust is committed to developing a family of NSB schools from different sectors including a primary school and a special school as it firmly believes that its ethos will work in all educational phases. The Trust would not

C1 – Vision

take on a third school until it is satisfied that Northampton School is secure in outstanding.

In this section, you need to demonstrate that your proposed school will be full to capacity. To do this you will need to show that your proposed school has support from the local community. You will need to provide evidence that you have effectively marketed the school to a diverse cross-section of the local community, including parents. We will be particularly interested in seeing how you have targeted and plan to attract applications from disadvantaged groups. This should enable parents (or students in the case of 16-19 free schools) and other key groups in the local area to make an informed choice about the curriculum (and, where applicable, the faith ethos or designation of the school) and decide whether they want to support the new free school.

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

Northampton School will be full to capacity and oversubscribed. The supporting evidence for this confidence is twofold. Firstly, the extent of the positive reaction to the wide-ranging consultation process that we have undertaken to date is overwhelmingly supportive of NSB setting up a new secondary school. Secondly, Northampton School will replicate the educational ethos of NSB and NSB is hugely oversubscribed every year, with significantly more applicants for a place in Year 7 than any other secondary school in Northamptonshire.

NSB receives applications from all over Northamptonshire and, such is its outstanding

D1 – Successful engagement with parents and the local community

reputation, also from neighbouring counties for a place in Year 7. In 2017/18 NSB received 946 applications for a place in Year 7 with 655 first choices. The next two most popular schools in the county were Brooke Weston Academy with 877 applications and 442 first choices and Northampton School for Girls with 728 applications and 395 first choices (*Annex C1*). In the Sixth Form NSB received 755 total applications of which 570 were external applications in 2017/18 (*Annex C2*). This gives an idea of the extent of the popularity for an NSB style of educational provision and it is expected there will be similar levels of interest in Northampton School.

Northampton School will draw students from all over Northampton and therefore we have used wide-ranging tools to interact with the public across the town.

On September 26th and 27th 2018, over 2100 parents and carers attended Year 6 Presentation Evenings at NSB which provided information about NSB's ethos and culture, its achievements and the admissions process for September 2019, Year 7 entry. At these meetings the Headteacher took the opportunity to highlight the proposed Free School application. He made clear that Northampton School would replicate the educational approach of NSB and he also fielded numerous questions about the proposed school after the presentation.

At the NSB Open Evening on October 4th, parents / carers who attended (over 2100) were given literature about the Free School and they were encouraged to complete a questionnaire to indicate their level of interest (*Annex D1*).

Running parallel to the advertising at the Presentation and Open Evenings a Free School website page was put on the NSB website which contains relevant information with additional links to the NSB policies, curriculum, extra-curricular programme and assessment / target setting framework which will be replicated at Northampton School. The website has a link to the on-line questionnaire.

<http://www.nsb.northants.sch.uk/news/?pid=3&nid=1&storyid=1281>

The on-line website page and the associated questionnaire were then marketed through a variety of channels. The Headteacher's Bulletin, which is widely read by a variety of school stakeholders, highlighted the link on a weekly basis throughout October (*Annex D2*). A full colour page advert for the Free School proposal was taken out in the Northampton Chronicle & Echo (*Annex D3a*) and a separate journalist article in the same paper was also released (both online and hard copy) (*Annex D3b*). Further to this, over 3000 colour Northampton School leaflets were sent to all of the Primary Schools in the Northampton area for distribution to the parents of students in Year 4 (*Annex D4*). The Headteacher also emailed all primary headteachers and sent through an article to be inserted into any weekly Primary bulletins which would appeal to the parents of students in all year groups from Foundation to Year 4 (*Annex D5*). The questionnaire has also been advertised on NSB's school's twitter account.

D1 – Successful engagement with parents and the local community

The Headteacher of NSB has communicated directly with all of the secondary school Headteachers in Northampton including on-going communication with the Headteacher of [REDACTED]

[REDACTED] The Moulton Headteacher approves of the catchment area being a town-wide catchment.

The school has informed Local Members of Parliament who have responded positively and we have received repeated encouragement from the Local Authority in proceeding with this application.

Questionnaire feedback has been incredibly supportive of the new school.

To date 455 questionnaire responses have been received. The key figures (*Annex D6*) are:

- 414 respondents (91%) are in favour of NSB setting up a Secondary Free School replicating the NSB culture and ethos
- The responses represented 298 children in Years Foundation to 4, of these 271 (91%) indicated that they would indicate Northampton School as their first-choice preference if it replicated the ethos and culture of NSB. These 271 positive responses had representation across all eight of the Northampton town postcodes
- 98 out of the 107 parents (92%) of Year 4 students who have responded to date have indicated that Northampton School would be their first-choice school
- 222 respondents to date have given their email addresses and signed up for further news / information
- See (*Annex D7*) for a full list of supportive comments parents have made regarding this proposal in their consultation response

On 2nd November school representatives attended the Moulton Parish Council meeting, where the proposals were discussed, and the Northampton School proposal was well received. Consultation will continue to run into 2019 with a full-on marketing campaign. This will include open consultation events in January and March where interested parties will be invited to come and find out more about Northampton School. There will also be ongoing advertising through the local press, social media and communication with extended school and TSA networks, the Headmaster's Bulletin, letters home to parents of NSB students and a local radio interview. We will continue with town wide marketing, particularly targeting Northampton post code areas that are under-represented in the responses to the consultation and working with the Town Primary Schools to market the school to parents / carers, in particular to ensure that disadvantaged parents / carers have received information about the consultation and open consultation meetings.

D1 – Successful engagement with parents and the local community

The NSB Trust also has wide-ranging links with local and well known national organisations, community groups and businesses. Numerous letters of support for the new school from these different groups are included in (*Annex D8*). These include letters from a wide range of local and national amateur and professional organisations in Sport and the Expressive Arts, in favour of our intention for the Free School to specialise in these two areas due to our nationally acclaimed and exceptional outcomes in them.

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.

Section E – Education plan: part 1

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	+1	+2	+3	+4	+5	+6
Nursery							
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7	220	220	220	220	220	220	220
Year 8		220	220	220	220	220	220
Year 9			220	220	220	220	220
Year 10				220	220	220	220
Year 11					220	220	220
Year 12							
Year 13							
Totals	220	440	660	880	1100	1100	1100

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			
Subject/activity	Hours per week	Compulsory/voluntary	Comments
Years 7 & 8			
English	3	Compulsory	9 classes, set
Mathematics	3	Compulsory	9 classes, set
Science	3	Compulsory	8 classes, set
Design	2.25	Compulsory	8 classes mixed ability
PE	2.25	Compulsory	8 classes, mixed ability
Foreign Language	2.25	Compulsory	8 classes, set
History	1.5	Compulsory	8 classes, set
Geography	1.5	Compulsory	8 classes, set
RE	1.5	Compulsory	8 classes, set
IT	1.5	Compulsory	8 classes, set

Music	1.125	Compulsory	8 classes, set
Art	1.125	Compulsory	8 classes, mixed ability
Dance	.75	Compulsory	8 classes, mixed ability
Drama	.75	Compulsory	8 classes, mixed ability
Citizenship	.75	Compulsory	8 classes, mixed ability
Before school	3.75	Voluntary	Training, specialist support
Lunchtime	5	Voluntary	Extra-curricular and learning support
After School	6.25	Voluntary	Extra-curricular activities
Year 9			
English	3.75	Compulsory	One additional period
Science	3.75	Compulsory	One additional period
Expressive Arts Options	2 * 1.5	Chose 2 from 4	Art, Music, Dance, Drama
Other subjects		Compulsory	As Y7 and 8
Year 10			
English	3.75	Compulsory	Language and Literature to GCSE
Mathematics	3.75	Compulsory	GCSE
Science	4.5	Compulsory	Either 2 GCSEs or Ph, Ch and Bi as 3 GCSEs
Separate Sciences	7.5		
History Geography	3	Compulsory	Either History or Geography GCSE
PE	2.25	Compulsory	Non-examination
Citizenship	.75	Compulsory	Non-examination
Foreign Language	2.25	Compulsory	GCSE
Design Technology Computer Science Art Drama Dance Music	3	Compulsory	Students choose one of these GCSE Options (or two if they took Science instead of three separate Sciences) continues on next page

PE GCSE Food Technology RE History/Geography			
Year 11			
English	3	Compulsory	One fewer period
Foreign Language	3	Compulsory	One additional period
All other subjects			As Y10

[Add more lines as appropriate]

Length of school day, including any enrichment time.	5.25 hours taught per day Potentially 8:00 am to 5:00 pm including extra-curricular
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E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

The school will follow the same curriculum as Northampton School *for Boys* – a broad, balanced, traditional approach leading to GCSEs. The curriculum ensures that all students access both technical and creative subjects as well as a Modern Foreign Language.

All subjects will be taught by specialists and this will be achieved in the first instance by dovetailing the timetables of Northampton School with NSB so that teachers can be shared across the sites where there is the need for additional personnel. Teachers at Northampton School will be effectively members of the NSB Subject departments for the first two years, receiving guidance, support and oversight from the NSB Curriculum Team Leaders or specialist System Leaders. System Leaders from NSB will support the Headteacher in monitoring teaching and learning and in staff training and development. This will both provide subject leadership where teachers are less experienced but will also encourage the development of a similar ethos to that of NSB. The schemes of work followed will be the same as for NSB with the same assessment tasks being done at the same time to help provide reliable progress data and highlight best practice.

The Learning Policy at NSB will be deployed at Northampton School, with its emphasis on a knowledge-rich curriculum, teacher-led instruction and whole-class teaching. Lessons are planned around what will be learnt rather than simply what the students will do. A spiral approach to learning overtime and building challenge is to be underpinned by Bloom's taxonomy. Consistency of approach is to be developed through the use of learning walks and prompt, informative feedback. The Teaching at

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

NSB is a group that experiment with innovation and a risk approach to teaching practices. They bring proposals for and then bring evidence based teaching to the school's approach to learning

All students will follow the same curriculum as each other with some course preference opportunities in Y9 and at KS4. Students with an EHCP or who have other specific needs and students from disadvantaged backgrounds will have closely targeted support to enable them to successfully access the curriculum. The school will use specialist intervention staff for this support and will not deploy classroom assistants. We believe this approach to be both highly effective in outcomes, building independence and resilience whilst being very cost effective in staffing. This strategy has been highly successful at NSB in enabling outstanding progress to be made. Summer 2018 results show Progress 8 of +0.35 for SEND students, for example.

The Gifted and Talented programme will provide a tailored academic programme of curriculum enrichment and guidance, designed to equip high-achieving students with the knowledge and support needed to progress in due course to a leading UK university.

Students will be expected to engage in a minimum of two activities from the wide range of extra-curricular opportunities, supported initially by staff and students from NSB. Arrangements for as many students as possible to receive music tuition will be made during the school day and there will be opportunities to take part in extra-curricular drama, dance and music as well as a wide range of sports, subject based clubs and hobbies. Initially Duke of Edinburgh opportunities will be available in conjunction with NSB. Student volunteers and coaches from NSB will assist with this programme initially.

There will be a House system similar to NSB, with a wide range of inter form activities. In addition to a variety of sports there will be opportunities for students to gain House points through a range of other activities.

Northampton School will accept admissions from across Northampton and from postcodes just outside the borough close to the school. It is likely (and is supported by response from current applicants) that the parents who currently apply for places at NSB will put Northampton School as a choice. With some 4-5 applicants per place at NSB and random selection applied it seems reasonable to expect the profile of admissions to the Northampton School will be similar to NSB for boys. It seems likely that the profile of girls will be similar, but there is less clear-cut evidence of this – parents of boys at the school with younger daughters have expressed their intention to apply, but there is less data from parents of girls with no child applying to NSB. Previous surveys of factors affecting parental choice in Northampton suggests quality of education rather than preference for single-sex education is the over-riding factor in

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

parents choosing schools. Given that boys with an EHCP will still have an entitlement to an automatic place at NSB it may be the case that fewer boys will be admitted to Northampton School with a plan. NSB Sixth Form attracts several hundred applications from girls each year (387 for 2018), the extent to which this will affect applications to Y7 for Northampton School given the proposed automatic offer to NSB Sixth Form is unclear, but it will be a factor for some.

For budget purposes, intake has been assumed at the same levels of deprivation and with similar EAL and prior attainment profiles as NSB at KS3 and KS4. 14.1% FSM – Ever 6; 0.72% EAL for funding Band C, 11.4% EAL in total; 36% with SEND, 21 students with EHCP; There are no proposals to change the basic curriculum offer should the actual figures more closely reflect the average across Northampton or the intake be skewed to postcodes with greater levels of deprivation. The numbers of students in receipt of targeted support will be increased accordingly, however, and the additional funds which will result from that different profile will be utilised to employ additional intervention staff. This will include additional mentors, timetabled lessons at lunchtime and educationally viable rewards for meeting targets.

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

The target setting, progress measuring and reporting of progress will follow the same bespoke Assessment, Recording and Reporting system as Northampton School *for Boys*.

Progress will be measured in Northampton School using the same tests which are being used at NSB and will be graded in the same way. The scheme for grading and for target setting is described below.

Using National data, Progress 8 (divided by 10 to give a GCSE grade) is plotted

E2 – Measuring pupil performance effectively and setting challenging expectations

against KS2 starting point to produce an indicative P8 regression curve. The student target is set above this National line and students are awarded a target based on their KS2 result and rounded up to the nearest grade on the line. This becomes a pathway for the students to progress from KS2 to KS4. All assessments are related to the targeting table – see below.

		Minimum Target (MAG)				
		Year 7	Year 8	Year 9	Year 10	Year 11
Year 6						
Pathway determined by KS2 SATs Results	Pathway Three	Foundation	Foundation	1+	2	3
	Pathway Four	Foundation+	Foundation+	3-	3+	4
	Pathway Five	Standard	Standard	3+	4	5
	Pathway Six	Extended	Extended	4+	5	6
	Pathway Seven	Advanced	Advanced	5	6	7
	Pathway Eight	Advanced+	Advanced+	6	7	8
	Pathway Nine	Exceptional	Exceptional	7	8	9

All students in Years 7-11 have been assigned an NSB pathway for each subject that they take. The pathway number is the same as the minimum grade they should reach when they take their new format GCSEs in Year 11. The pathway sets out the nationally determined minimum target grade (MAG) that the student should achieve by the end of each year if they are to stay on track to achieve the minimum GCSE target grade in Year 11.

The pathway is determined by the national tests taken at the end of Primary School. The pathway for English and Maths may vary from the pathway for all other subjects to reflect varied national rates of progress in these two core subjects.

During Year 7 and Year 8, students will be graded from Foundation to Exceptional. In Years 9 to 11, students will be graded using GCSE number grades. The Year 7 and 8 target grades feed through to the GCSE grades as set out in the Pathways outlined above.

E2 – Measuring pupil performance effectively and setting challenging expectations

The word descriptors for Year 7 and 8 have built in progression, for example an 'Advanced' grade in Year 8 requires a greater depth of attainment than 'Advanced' in Year 7.

Each student will also have an aspirational target (TAG) for each of their subjects which will be initially set one grade above the minimum grade. This target will be adjusted upwards by the teacher where the student has surpassed the initial aspirational target grade. This can mean that there is a substantial difference between the minimum and aspirational grade; for example, a Year 11 student could have had a nationally determined minimum target of a grade 5 in Maths (based on her KS2 SAT score) and had performed so well that her aspirational target was driven up to an 8 which she could achieve in her final GCSE exam.

Students and their parents will receive termly (up to 6 times a year) reports which give information on attendance, house points, behaviour for learning and home learning as well as termly test scores and whether these results indicate that the student is on target to make their individually set expected progress at this stage.

Parents will also receive a prose report from the Form Tutor outlining areas of strength and concern with regards to their child's engagement in the school's opportunities and their personal and social development.

Students are strongly encouraged to aim for 100% attendance and punctuality and this, together with curricular and extra-curricular achievements are celebrated through assemblies and annual awards evenings.

E2 – Measuring pupil performance effectively and setting challenging expectations

Term 1 Report



29 October 2018

Attendance this year
House Points

100.00 %
6

NSB Pathway = 8
English Pathway = 8

Subject	Class	End of Term Test %	End of Term Test Grade	End of Term Test Class Average %	End of Term Test Class Average Grade	Behaviour for Learning	Home Learning	End of Year Expected Target	End of Year Aspirational Target	Comment
Art	8-Q/Ar	82	Advanced	70	Extended	2	2	Advanced+	Exceptional	On track for expected target.
Drama	8-PQ/Dr	70	Extended	60	Extended	2	1	Advanced+	Exceptional	Not on track for expected target.
DT	8-WC/Dt	83	Advanced+	70	Advanced	1	1	Advanced+	Exceptional	On track for expected target.
English	8-W1/En	80	Advanced+	70	Advanced	2	2	Advanced+	Exceptional	On track for expected target.
French	8-W1/Fr	100	Exceptional	77	Advanced	1	1	Advanced+	Exceptional	On track for expected target.
Geography	8-W1/Ge	100	Exceptional	82	Advanced+	1	1	Advanced+	Exceptional	On track for aspirational target.
History	8+W1/Hi	85	Advanced+	74	Advanced	1	1	Advanced+	Exceptional	On track for aspirational target.
IT	8+W1/It	85	Advanced+	75	Advanced	2	2	Advanced+	Exceptional	On track for expected target.
Maths	8-W1/Ma	92	Advanced+	69	Advanced	1	1	Advanced+	Exceptional	On track for expected target.
Music	8-PQ/Mu	72	Extended	70	Extended	1	1	Advanced+	Exceptional	On track for expected target.
PE	8-WB/Pe	50	Standard	47	Standard	1		Standard	Extended	On track for expected target.
RE	8W1/Re	92	Exceptional	69	Advanced	1	1	Advanced+	Exceptional	On track for expected target.
Science	8-W1/Sc	68	Advanced+	48	Advanced	1	1	Advanced+	Exceptional	On track for expected target.

- End of Term Test** - Each subject sets an end of term test. Your son's result in this test is indicated along with the grade that this result relates to. A missing result may be because he has not yet completed the test. The class average is also given for comparative measures.
- Expected Target** - This is the nationally expected grade for students of XXX's ability to achieve by the end of the academic year. It represents positive progress against national expectations from the end of Key Stage 2. It is the minimum expected of him.
- Aspirational Target** - This is the grade that XXX should be aspiring to and would represent outstanding progress for him in this subject.
- National Comparison** - A student of nationally average academic ability would be achieving between Foundation+ and Standard grades.
- Behaviour for learning** - These two grades reflect on the quality of XXX's overall attitude to learning at school and home respectively.
- /Home learning** - 1 is outstanding 2 is good 3 requires improvement 4 is inadequate
- NSB Pathway** - The NSB Pathway indicates the nationally minimum expected GCSE Target Grade for a student of XXX's ability at the end of Year 11 for all GCSE subjects other than English, which may differ and is given separately.
- This Pathway may change in future years according to fluctuations in national performance.
- Core PE** - Core PE has target grades equivalent to grades issued for other subjects.
- Comment** - This comment indicates whether or not the subject teacher feels that XXX is on track to secure his target grade by the END of the academic year. The teacher has taken all factors into account including end of term test results, the quality of class work and attitude in making this judgement. This comment may show variation over the year, subject to the performance maintained by the student and will not necessarily reflect the grade from the end of term test.

Year 8 Grading -

GCSE Pathway	Year 8 Expected Grade
3	Foundation
4	Foundation+
5	Standard
6	Extended
7	Advanced
8	Advanced+
9	Exceptional

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

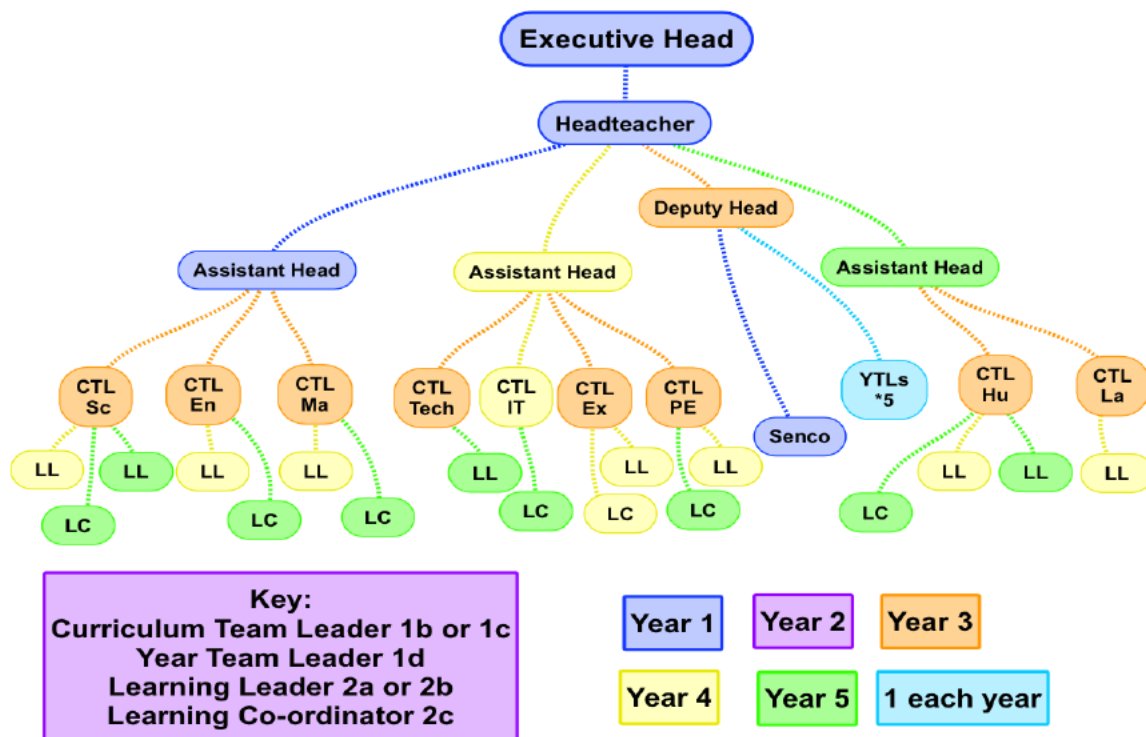
The diagram below sets out the proposed teachers' staffing structure, colour coded by year of opening to show posts as added. Line management is the state as from year 5, senior leaders will line manage different middle managers as the structure grows.

NSB is a centre for Initial Teacher Training and trains some 30 Secondary teachers each year. It is expected that a number of outstanding trainees will wish to apply to work in Northampton School. In addition to NQTs, NSB attracts applicants, even in shortage subjects, from wider afield but also teachers who are local to Northampton who are attracted to working in a school with the ethos and reputation of NSB. It is more than 25 years since NSB has had an unfilled teaching post. It is anticipated that this will also be the case for Northampton School. There has also been an interest from teachers at NSB who would welcome the opportunity to play a role in developing Northampton School and would transfer. Whilst recruitment generally is more difficult than it has been, it is expected that positions at Northampton School will be filled. Where there are short term issues, it is expected that NSB will work with Northampton School to minimise the impact.

Part time teachers, especially in years one and two will be supplied using system leaders and arising from surplus from NSB. As described above, dovetailing the

E3 – Staffing

timetables will facilitate this. This will be done on a similar basis to when the school



operated successfully on a split site during the transition from 3 tier to 2 tier across Northampton – by devising the two timetables together rather than trying to match up shortfalls afterwards. Timetabling will be a service provided to the MAT by NSB.

Teaching staff will be recruited based on their classroom skills, empathy for the NSB ethos and commitment to extra-curricular activities. One of the factors which retains teachers within this ethos is the personal rewards that come with working with students outside of the classroom.

[Redacted text] NSB staff

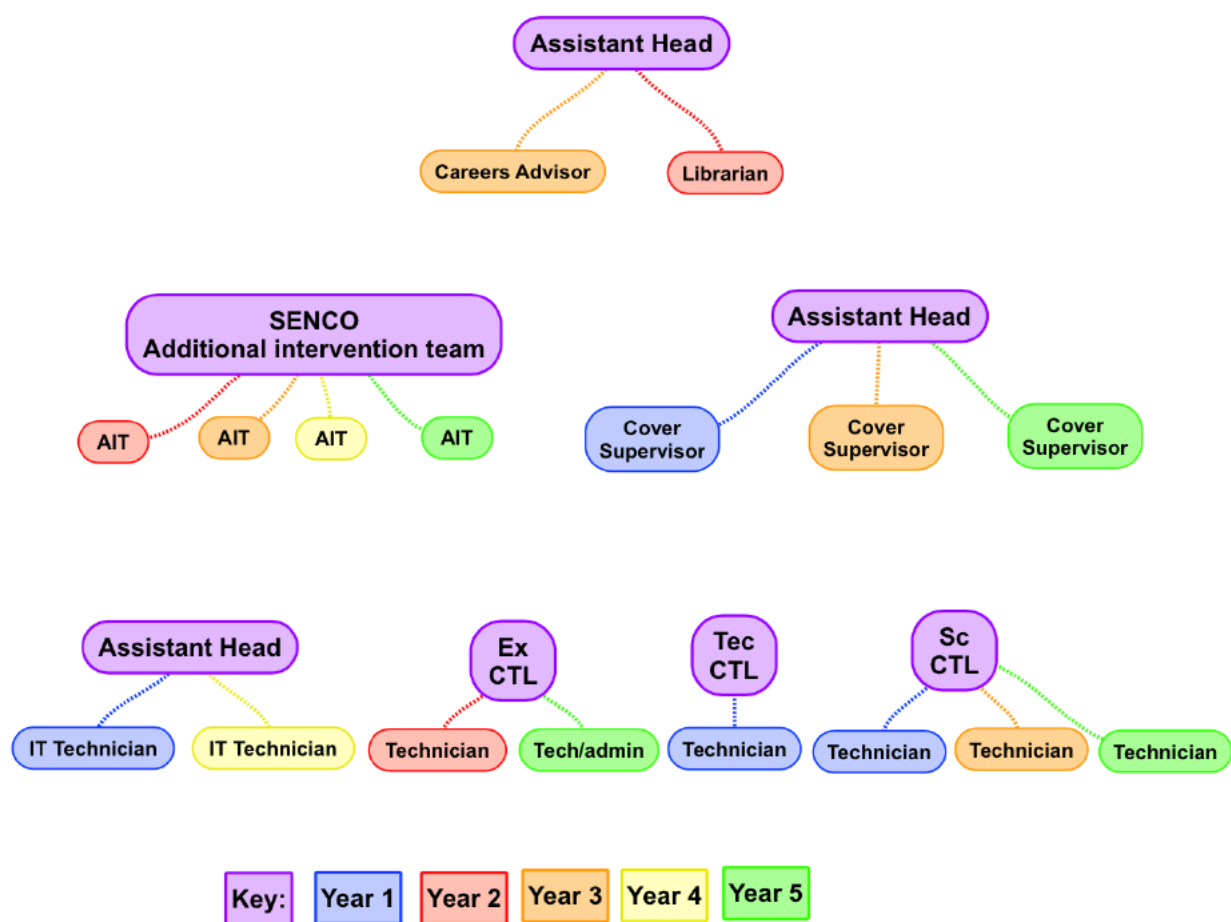
turnover has been extremely small over a long period of time, and it is in anticipation of this that the cost of incremental drift has been built into the staff costings for Northampton School.

A wide range of professional development opportunities will be available for all the staff of Northampton School through NSB Teaching School and other suitable organisations.

Support staff will be deployed flexibly in the early years with roles such as DT Technician also supporting the delivery of Art, for example. The Support Staff will work either singly direct to Middle or Senior Leaders or as small teams under direction of the

E3 – Staffing

same. The diagrams below show the line management coded for when it is planned the appointments will be made. A full time Careers specialist will be appointed from when students enter Y10 and will work to give independent advice to students and parents as well as support the delivery of the work-related learning curriculum. This post holder will likely be recruited from the National Careers Service and will be responsible for ensuring zero NEET at age 16 and following up on the progress of leavers. The Careers advisor will work in tandem with the NSB Careers advisor to take advantage of the extensive network of local employers already established.



The SENCO will run a Team of 4 complementary specialist learning support staff, specialising in combinations of reading, spelling, writing, numeracy, EAL, dyslexia, sight impairment, autism, ADHD etc. according to the specific needs of students. These staff will be contracted with different lunch times to the students so that they can provide support at that time as well as appropriate 1:1 work during lesson time. It is likely that additional support will be needed in Year 1 from teaching and/or cover supervisor staff. Subject specific Technical staff will work initially under the direction of the Curriculum Leaders at NSB and subsequently from the CTLs appointed to Northampton School. IT strategy will be a bought in service from NSB, with day to day line management of local technicians from an Assistant Head.

E3 – Staffing

The Administrative Team and Estate Team will build as below. The addition of a local Finance Clerk in Year 3 is to facilitate Curriculum Leaders to manage their own budgets and assist with school fund. Finance and HR will be bought in services from NSB.

Catering and Cleaning will be bought in services initially, however, when the school is full it will be cost effective to bring these services in-house. [REDACTED]

Running a lean curriculum with full classes of students helps to ensure that the PTR is large, however where staff are recruited for being well qualified and experienced and [REDACTED]

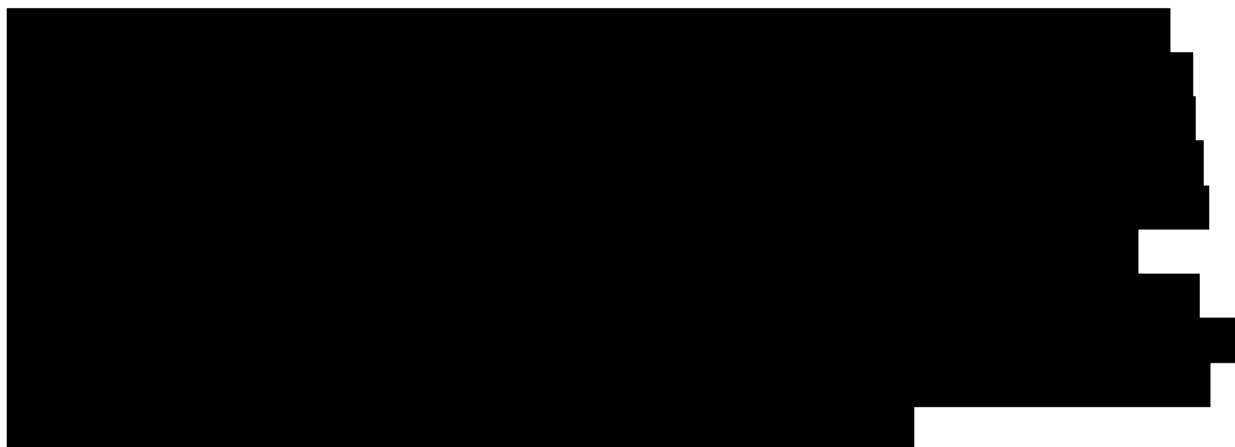
The priority will be to have the best available teachers rather than have lower class sizes or inefficient curriculum offers.

Classroom teachers will have a teacher contact ratio of 0.85 protected by a rarely cover policy and suitably trained cover supervisors. Given the expectation that all teachers will be engaged most lunchtimes and often after school to sustain the range of extracurricular activities then avoiding unnecessary meetings and adopting efficient systems to minimise work which does not directly contribute to the learning opportunities of the students is key. Tried and tested practices from NSB will be adopted.

Staffing is reviewed, together with the curriculum planned for the coming year, ahead of budget setting each year and accurate costings maintained, and after student numbers are confirmed for the following year and ready for funding letters from the DFE. This informs what budget decisions can be made ahead of appointment and staffing

E3 – Staffing

structure changes for the following year, as well as those projected forward. This current practice will be especially key in a growing school and will form part of the review process each year. The value of allowances for Curriculum post holders and senior staff will be established once the school has established, and the numbers of students are secure. An assessment will be made on affordability based on up to date projections of funding levels and any factors which might add to the challenge of funding the curriculum.



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

Northampton School will encourage students from all backgrounds for admission and we believe that parents apply where they feel the school is open and receptive in practice not just in rhetoric. NSB has children from 18 different ethnic backgrounds – some 34% who are not white-British. This is higher than the latest census proportions for Northampton (*Annex E4*).

The same positive approach to community cohesion will be fostered in the Northampton School as at Northampton School *for Boys*, with all of the examples below which highlight the practical ways in which inclusivity has been established at NSB being mirrored in Northampton School.

The Equality Act 2010 and the protected characteristics are a key consideration in

E4 – Integration and community cohesion

our teaching and learning, our schemes/lessons, extra-curricular activities and our outreach work. Our approach is not limited to just those identified but cover any inequality within school or the wider community.

Both staff and students have the confidence to challenge discrimination and we have utilised the Stonewall NoBystanders campaign as best practice with each Form pledging that they will not stand by and see any group or individual treated poorly. NSB has adopted online reporting systems for students, carries out surveys on bullying and LGBTQ issues and has run the school council to ensure the student voice is heard. The House system provides an opportunity for healthy competition with participation from all, regardless of ability/disability/background and which exemplifies students coming together as part of a community as one in order to succeed. This also provides the platform for all Houses to come together to create a forum for the student voice where issues can be debated and then taken to the Headteacher for further discussion. This culminates in a week-long charity event where we often look at supporting those who are disadvantaged or discriminated against and this year raised £7,300.

As a school NSB responds to initiatives from the students to create their own societies and we currently have a Christian Group and a Prayer room was provided at the request of our Muslim students. There is an LGBTQ/Straight Allies group as part of the Sixth Form co-curriculum and the members have been integral in conveying positive messages across the school and delivering assemblies and PSHE alongside staff.

Plays have been created; the LGBTQ awareness play, "I'm Still Me" which was performed for all NSB students, toured schools and education conferences and which was then filmed as a countrywide school resource and which received a standing ovation at the Stonewall Education for All Conference. "Walk a Mile in My Shoes", an anti-bullying play which was created for Lowdown's inaugural anti-bullying conference and won a Youth Ambition Award and was also filmed and most recently "Your Life in My Hands" which was performed at The Guildhall for Holocaust Memorial Day. We also bring in companies to perform and have had Theatre Centre in on numerous occasions with central black characters and issues of racism and prejudice and also "In Harm's Way" about mental health and self-harm. We look at the programme of events that we put on and ensure that there is a wide range of representation of and opportunities for all groups of students. This year the Senior Drama Production was "Noughts and Crosses" which addressed racism and we have also previously performed RENT (HIV/LGBTQ) and "Fiddler on the Roof" (persecution of Jews) and "Singer" (immigration/racism/Holocaust/poverty) which help to raise awareness and develop empathy on the part of students.

There is a programme of training in place for staff that covers safeguarding, child protection, online safety and vulnerable students as well as LGBTQ, HIV, SMSC/British Values and Prevent which is rolled out to NTPP trainees and new staff. Expertise on LGBTQ matters within school have been taken out into the community and NSB have been identified as best practice at 3 local LGBTQ Education Conferences and have been asked to speak at 3 National Stonewall Education Conferences. (Annex D8) includes a letter of endorsement from Stonewall for the

E4 – Integration and community cohesion

Northampton Free School.

SLT monitor participation in extra-curricular provision, sporting teams, dance groups, productions, music lessons/groups as well as accolades awarded. NSB is developing resources and materials that represent all backgrounds without stereotyping and regularly secure positive role models from across the protected characteristics to speak and work with the students, most notably in recent years, Sir Ian McKellen who spoke to over 2/3 of the school. It was also privileged to have Peter Christopher Baldwin in to talk about life with HIV and coming out and the cast of “Soul” (the story of Marvin Gaye’s last days) who came in to discuss acting but also discussed what is it like to be a black actor in today’s society.

There are schemes within Citizenship and Guidance, that NSB use and Northampton School will also use, that cover a broad range of issues and topics that link with equality and identity and which give the students an opportunity to discuss and discover opposing views and to work out where their views come from and why they might think in a particular way or indeed if they actually do believe what they initially thought. Throughout the year there are inspirational and informative assemblies and a programme of awareness days/weeks/months in relation to equality with a highlight this year being the involvement of the KS3 History Club. Displays are created around the school and in the Library and books which concern key issues have been invested in but also ones that celebrate diversity and include central characters that reflect our diverse make up. Enterprise Week annually covers huge areas in relation to Equality: Mental Health, Genocide, Black History Month, consent, radicalisation, anti-extremism, British values, LGBTQ, FGM, cancer, pornography, child sexual exploitation and anti-bullying, using assemblies, workshops and performances both by students and for them, working with staff, outside agencies and role models as well as together.

Core Values are highlighted within many aspects of NSB and British Values and diversity posters are displayed in all corners of the school. During Enterprise Week Year 7 worked on and created a British Values board game and made leaflets and A6 poster of British Values. Year 9 each year work on an aspect of Black History Month and diversity when they immerse themselves in Expressive Arts for a whole week. The Equality Act and core values as part of the NSB Respect Agenda are also written into the student planners.

The NSB school buildings have been constantly updated in order to ensure accessibility for students (see The Accessibility plan) and there are all gender toilets. We are committed to ensuring that visiting the school is as enjoyable and inclusive as possible and our theatre which is often open for public performances has accommodation for wheelchairs, an infra- red system installed in the auditorium, disabled parking bays and some signed performances. It is expected that such accessibility will be built into the new buildings for Northampton School.

For those that might struggle academically NSB has an AIT (Additional Intervention Team) and smaller classes for those who might need in depth input into key areas such as those who have EAL (English as an additional language). It also has an Honours programme which is aimed to stretch and challenge those who are seen as

E4 – Integration and community cohesion

Gifted and Talented and who are provided with opportunities to fulfil their potential either across the academic spectrum or in a particular field. The extensive extra-curricular programme ensures there is something for everyone and our school adopts the philosophy of excellence but also one of participation and inclusivity. So NSB may have sports teams that are very successful but there are also B teams and C teams and recreational sport so that everyone can be included. In Drama for instance the ethos is that if you want to be in it you will be and, even if not with a main part, you will be part of an experience where you will gain confidence and learn and be part of a diverse “family”.

AIT ensure that all SEND students’ needs are met whether that be academically, emotionally or physically encouraging SEND students to engage with the extra-curricular opportunities on offer here at school. The inclusion of sensory impaired students in PE is important, the provision of modified equipment such as balls with bells, raised tees for ball hitting activities and dedicated trained staff to promote and support the inclusion of disabled students.

NSB proposed the creation of a Boccia club and now members of the AIT run one for students who enjoy sport but who find it uncomfortable or hard to be in a competitive environment with more confident and talented students and therefore feel that their skills are not as good as that of others and as a result experience low self-esteem. This runs after school each week and is now an available sport on the school sports day so that there is an inclusive sport available for all. NSB’s ASD, physically and sensory impaired boys as well as those with medical conditions can participate as equals. Support is provided to students identified as Young Carers. This support includes raising the awareness of staff and students alike as to the impact that being a Young Carer can have on a child as well as their family. This also includes access to school-based counsellors when identified as a need, open door drop-in to discuss individual situations, signposting to national support agencies, regular information presentations in the main concourse, student identification to staff, extensions for meeting home learning deadlines, access to ICT support if needed.

NSB consistently inform parents of the range of local community SEN groups and disability sport groups so that a young person has the opportunity to engage with others at the weekends or in the school holidays. NSB provides a comprehensive package of transition support for pupils with additional needs through the entire length of term 6 each year. The visits are designed to meet the needs of individuals and can comprise of at least two visits prior to the town wide transfer days or as many as each child needs including a significant number of brief visits to see what particular moments of the NSB school day looks like including before school, registration, lesson crossovers, break times, lunchtimes and the end of the last lesson of the day going into “home time”.

Members of the AIT also go out to primary schools to meet with staff and observe students in their current setting identifying what works well in terms of support in the classroom. NSB invests so much time into this transition phase in order to make for a positive and easy start in the new academic year.

NSB accommodates the learning needs of students by providing ICT - this includes

E4 – Integration and community cohesion

netbooks / laptops and JCQ approved reading pens so written information can be accessed when in an exam environment - and give them access to exams by arranging access arrangements to meet their individual needs.

In terms of the impact of opening Northampton School, given the numbers of secondary school students seeking places it is anticipated that there will be no negative impact on the viability of any other secondary school in the area. Even though the site is adjacent to Moulton School, the absence of a distance criterion in the proposed admissions arrangements and an exclusion of the catchment area of Moulton School from the proposed postcodes to be specified in the Northampton School's admissions policy, there will be minimal impact on that school specifically.

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.

Section F – Capacity and capability

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

Northampton School *for Boys* has an exceptionally strong track record dating back to 2000, when Ofsted categorised it using its highest level descriptor at that time (very good). It has been judged as Outstanding in all categories in subsequent inspections. Since the last 'Outstanding' inspection (in 2014) the school has continued to demonstrate even stronger attainment and progress scores year on year.

At GCSE the headline scores and the performance of all DfE identified groups are all well above the local and national average. The school ranked first in the county in 2017 for all three GCSE Key Performance Indicators for attainment and in 2018 these scores are improved. The Progress 8 score has had significant stepped improvement from 2014 and should also be taken into context against the boys' average nationally – NSB in 2018 scored +0.65 against a national average for boys of minus -0.25, which is a relative +0.90 P8 score. National average boys' comparators are included in the table below for some measures.

The performance of all DfE identified groups is exceptional and well above the national average for all students as demonstrated below. This includes the progress of disadvantaged students who have scored well above the national average progress 8 scores for two years running at +0.51 in 2017 and +0.83 in 2018 respectively.

NSB GCSE in 2018 (attainment with remarks included / progress numbers are unvalidated scores released by the DfE) (*see also Annex C5 and C6*):

- ATTAINMENT 8 – 5.91 (NSB 2017 5.8 – national 4.46)
- NSB ENG / MATHS 5+ - 74% (NSB 2017 69%, national 39.6%)
- NSB GCSE entries at Grade 9 – 9.4% (national 4.3%)
- NSB GCSE entries at Grade 8-9 – 21.4% (national 10.8%)
- NSB GCSE entries at Grade 7+ – 34.2% (national 20.3%)
- NSB GCSE entries at Grade 5+ - 73.0% (national 50.3%)

F1 – A strong track record

- NSB GCSE entries at Grade 4+ - 86.0% (national 66.9%)
- P8 whole cohort +0.65 (National Average Boys -0.24 – NSB trend +0.27 in 2016 / +0.49 in 2017)
- P8 disadvantaged +0.83 (National -0.4, NSB 2017 +0.51)
- English +0.61 (National Boys – 0.44, NSB 2017 +0.42)
- Maths +0.91 (National Boys +0.03, NSB 2017 +0.94)
- EBACC +0.77 (National Boys -0.18, NSB 2017 +0.65)
- OPEN +0.38 (National Boys -0.34, NSB 2017 +0.06)
- SEND +0.35 (National -0.59)
- EAL +0.97 (National +0.5)
- High Prior Ability +0.61 (National 0, NSB 2017 +0.36)
- Middle Prior Ability +0.70 (National -0.02, NSB 2017 +0.67)
- Low Prior Ability +0.71 (National -0.17, NSB 2017 +0.90)

Recognition for achievement in the wider curriculum has been remarkable. Please see below for a summary and (*Annex C7a, C7b and C7c*) for evidence.

Probably the standout feature of Northampton School *for Boys* is the extra-curricular opportunities on offer, currently standing at over 290 clubs / activities every week over lunchtimes or after school. There is really something for everyone from the normal sport, music, dance and drama to chess, debating, Duke of Edinburgh and Dr Who Club. 270 children have music lessons; there are 26 ensembles active weekly and over 700 participants weekly in extra-curricular sport. We believe that children achieve academically when they are busy and involved in the life of the school. We also passionately believe that all children should be able to realise their potential in whatever activity they are interested in.

We have secured incredible national and international success at Sport and in Music, Dance, Drama and Art. Every year we compete in the national final stages of sport competitions – for example in the last three years, we have won the U18 National Schools Rugby Vase Championship (a competition for both state and private schools) which was held at Twickenham, the National Football U15 age group Championship, the U16 Basketball National Championship and the Year 7 National Indoor Rowing Championships and we also reached other national finals in football (including two finals for last year's Year 7), basketball, cross country, water polo, golf and athletics. The sporting year was crowned when we were named as the number one ranked school, for the third time in 4 years in England for competitive sport by a

F1 – A strong track record

leading national sports publication in 2017. We have a fantastic fixture list for all sports with matches played throughout the week. We also employ an army of high calibre sports coaches, many of whom are former professionals, to support our exceptional PE staff. Two of our former students are in the current full England senior squads for rugby and cricket – Courtney Lawes and David Willey. In terms of our current students, three boys won gold and silver medals respectively at the Commonwealth Youth Games in the Bahamas last August with a further student winning Gold at the European Kickboxing Championships in the same month. Five of our students earned international sporting honours in 2017/18 and two boys recently signed professional terms at the Northampton Saints and two other boys for Northampton Town FC.

NSB is nationally acclaimed for Expressive Arts and was one of only two schools invited to be involved in an Arts in Education debate and to perform in front of HRH Prince Charles (in Dance) at the Royal Albert Hall in September 2018 in recognition of the school's excellence in this area of the curriculum. Our U14 Dance Team recently won the World Street Dance championship for their age group and were the East Midlands representatives at the National U Dance finals for the second year running after winning through the local, county and regional rounds. Our Big Band performed in the School Proms also at the Royal Albert Hall and at the Primary Proms in the Symphony Hall– both hugely prestigious invitation only events.

Many boys and girls have subsidised individual music tuition and many also go on to perform in music and drama on the public stage. Ten of our outgoing Y13 music students have started at leading music conservatoires across England and Wales in 2018. Several of our outgoing Y13 students will be attending prestigious Fine Art schools. Last year our musical 'Chicago' pulled in capacity audiences for three consecutive nights. Two students last year performed in leading shows on the West End when they weren't at school studying! There are also countless opportunities for boys to take part in sporting and performing arts opportunities at a recreational level – largely through the framework of our immensely popular House System.

In 2017 NSB was awarded the National Educational Establishment of the Year award for England at the ERA national awards ceremony.

See (*Annex D8*) for supporting letters from leading local and national organisations in sports and expressive arts.

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.

[Redacted]					
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]

F2(a) – Skills and experience of your team

Between the Team (including the Members and designated Trustees) there is 222 years of experience as leadership/governance at NSB, improving the school from a very low baseline in the 1980s through to its current standing. During that time many changes and challenges have been handled effectively and an upward trajectory maintained. Since [redacted] appointment as Head in 2014 the school has gone from strength to strength, building on the ethos established over many years.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

The Team of Trustees of the proposed MAT bring considerable additional experience, in areas such as community liaison ([redacted])

[redacted], child health ([redacted])
[redacted], education
[redacted] and Finance
[redacted]

There is no identified skills shortage. See *(Annex F)* for summary of most recent skills audit for designated MAT Trustees using NGA template.

Despite the team’s considerable experience, they will not hesitate to bring in professional advice and expertise to ensure that best current guidance is available. The Trustees have access to Legal advice through NSB’s legal services provider.

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?
None		

[Add more lines as appropriate]

F2(b) – Plans for recruiting a principal designate and executive head
<p>████████████████████, will be Executive Head and will line manage the Principal Designate (elsewhere referred to as Head or Headteacher). ██████████</p> <p>████████████████████</p>

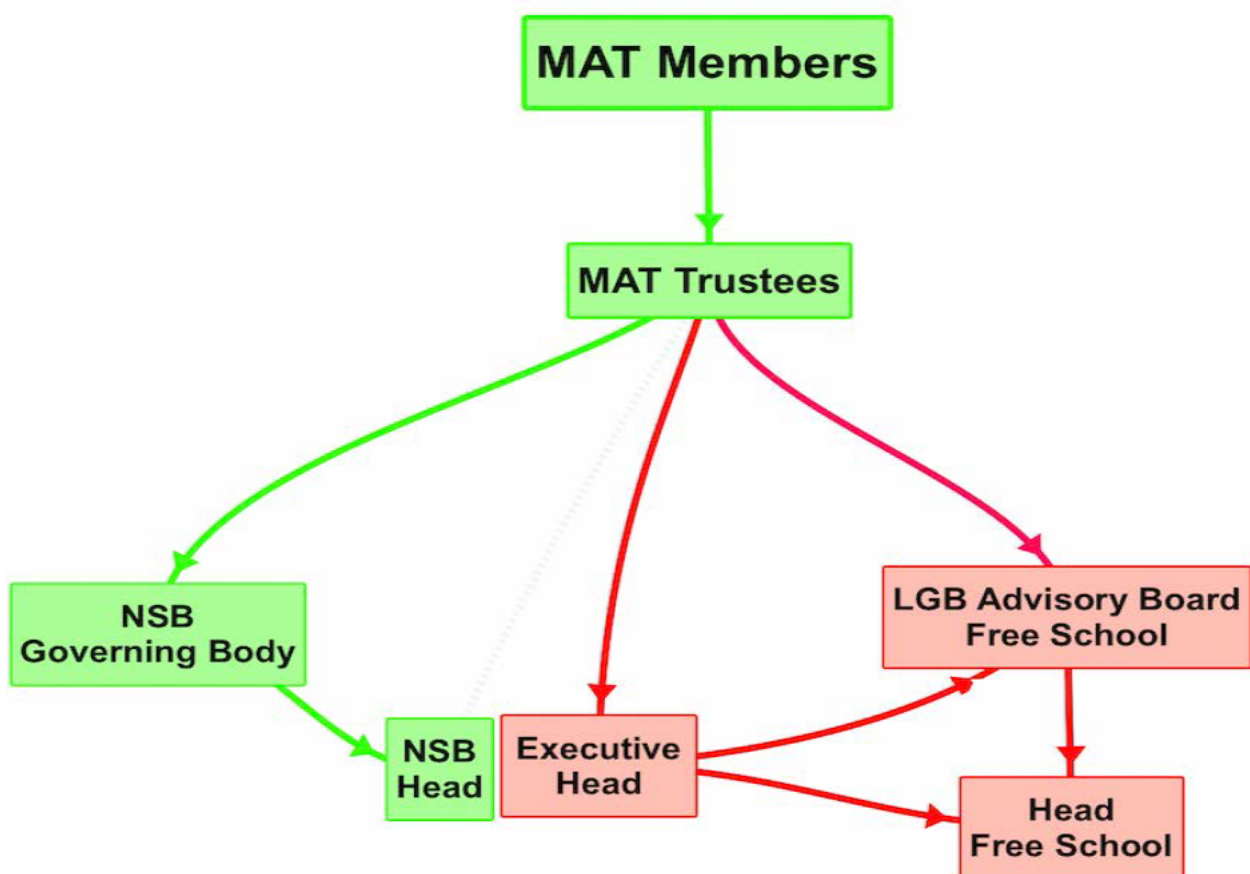
F3 – An effective governance structure

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

The diagram below represents the proposed relationships for Governance within the proposed MAT



The MAT Trustees will delegate all powers to the NSB Governing Body for the running of NSB as long as it remains an outstanding school and is financially solvent. This includes Finance and Line Management of the Head of NSB.

The Head of NSB will also be the Executive Head and will line manage the Head of Northampton School. For this role he will be line managed by the MAT Trustees.

There will be a local Governing Board established during the first 5 years of Northampton School and it will become more autonomous the more well established the Free School becomes.

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.**

Section G – Financial viability

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

We believe that Northampton School will be viable from its first year of operation and from the sixth year of opening following the full removal of the Post Opening Grant. This has been demonstrated through the completion of the Free School Financial Template with its associated assumptions.

[Redacted content]

[Redacted content]

[Redacted content]

G1 – Additional commentary on financial viability

[REDACTED]

Income levels have been set based on a PAN of 220 students using the Financial Template. As can be seen from Local Authority projections and the indicative interest shown from the local community for a mixed school with the same ethos as NSB, there is a relatively low risk that these projections will not be met. Given the current popularity of NSB and the number of subsequent admissions appeals that it faces (87 in May 2018) it is highly likely that this PAN will be met and potentially exceeded by a small amount.

It is assumed that pupil numbers will continue to grow at the same rate year on year as per the Local Authority projections which demonstrate that there is a need for a further secondary school, in addition to Northampton School, by September 2025.

Predictions for additional lettings income have been set conservatively with no income expected until the third year of opening. After the third year, levels of lettings income have been based upon the rental of sports facilities only and taken from figures at NSB. Northampton School will not be reliant on this income to break even.

Trip income has been based on Year 7 going on a residential annually and expenditure will match this income.

Catering income is based on running the catering operation in-house once the school is fully open. Income will match expenditure on staff wages and annual running costs. In the spreadsheet income currently matches wages to show an in and out amount.

Income figures for pupil led funding including the percentage of FSM, FSM Ever 6 and EAL Band C students; the number of Looked After and Service Children and IDACI rates have been based upon the current percentages for NSB rather than for Northamptonshire. The rationale behind this is that the intake profile may initially be more similar to NSB and therefore the level of income from these areas may be lower and a worst case scenario.

[REDACTED]

The financial structure has been based from the bottom upwards upon the same highly successful model of curriculum delivery as Northampton School *for Boys* and reflects a broad, yet rigorous, academic curriculum that will be a feature of the school.

Detailed curriculum modelling has taken place from the first year of opening until the school is full and staff timetable modelling has flowed from this outline of curriculum delivery.

In the first two years of opening, staff appointed will deliver the same curriculum as NSB using the same Schemes of Work and will receive support from the Curriculum Team

G1 – Additional commentary on financial viability

Leader and System Leaders based at NSB. They will attend Curriculum meetings at NSB. It is therefore expected that these members of staff will, on average, be appointed at a salary level of M5 in the first two years. This system has previously operated effectively whilst NSB ran a split site school in Northampton from 2004 to 2007. It is likely that many future appointments will be made from the Northampton Teacher Training Partnership, the SCITT run by NSB.

In the first year of opening a Year Team Leader (YTL) will be appointed to oversee Year 7. It is assumed that they will be a more experienced teacher on U3. Every year thereafter there will be another YTL appointed and the assumption is again that they will be more experienced.

From the third year after opening, Northampton School will appoint Curriculum Team Leaders to Maths, Science, English, MFL, Humanities (History or Geography), Technology and PE. The assumption is that these will be more experienced members of staff already on U3.

In the fourth year after opening as students embark on their GCSE options, a second in department (Learning Leader) will be appointed in Maths, Science, English, PE, Expressive Arts and Humanities and a separate CTL for IT.

In the fifth year after opening, Maths, Science, English and Technology will gain a further Learning Co-ordinator to support the delivery of the curriculum.

The assumption is that more experienced teachers will be appointed to leadership positions but that newer entrants to the profession will be appointed to remaining teaching vacancies of opening to support

An experienced SENCO with a TLR 1d will be appointed in the first year of opening to support the new Year 7 students.

All staff will follow the salary scales as outlined in the STPCD and therefore incremental changes can be planned for and built in to the teacher model. An allowance has been built in annually to allow for incremental drift as teachers move up the pay spine. This will increase over the first five years and then decrease as the staffing of Northampton School becomes more stable after 2028/29 and the staff move closer to the top of the pay spine.

It is intended that the Principal Designate appointed ahead of the opening and Assistant Headteacher appointed for the first year of opening will be experienced members of the NSB staff with extensive experience of the school ethos and standards. The roles will be crucial in establishing the same ethos in Northampton School.

G1 – Additional commentary on financial viability

Based on projected numbers, Northampton School will be Headteacher group 7 when fully operational. This has been used to set indicative pay ranges.

The Headteacher will do a small amount of teaching in the first two years after opening. The Deputy Head will teach 6/35 periods when appointed and Assistant Headteachers will teach 12/35 periods. The curriculum area that they will be teaching in cannot currently be factored in so there is a saving of 0.4fte made in the staffing model in 2021/22, 2024/25 and 2025/26 for each Assistant Head. Similarly, there is a 0.2fte saving for the Deputy Head.



The pupil to teacher ratio for benchmarked schools is on average 16.4:1 as opposed to Northampton School's ultimate 19:1. Whilst highly efficient this figure remains within the range of similar benchmarked schools.

Pension and National Insurance contribution rates have been calculated based on published rates from April 2018. Future increases to these rates have not been accounted for in the financial template, however, the DfE have recently announced that these will be fully funded.



Administrative staffing will fulfil multiple roles in the first two years of opening, initially with two members of staff but growing by one further member of staff each year. An Exams secretary will be appointed when the first year of entry moves into Year 11.

Central support for finance (payroll) and personnel will be provided by the Trust through the MAT contribution. Central support will be provided for administrative staff in Northampton School where required.

A Science, DT and IT technician will be appointed in the first year of operation. It is expected that outside of their core roles they will contribute to the administrative support provided at the school.

A Cover Supervisor will be appointed in the first year of operation. They will also contribute to the administrative support provided, the Library and to pupil support working alongside the SENCO where appropriate.


As Northampton School grows, every year a new member of the Additional Intervention Team will be appointed to support the SENCO, providing direct support for students with additional learning needs.

Further Cover Supervisors will be appointed in the third and fifth years after opening.

G1 – Additional commentary on financial viability

They will be deployed primarily to cover staff absence but will also be utilised administratively and with the Additional Intervention Team.

A Librarian will be appointed for the third year of operation, a Careers Adviser for the fourth year and further technicians to support delivery of the curriculum. The model is based on the current staffing model at NSB but scaled down appropriately based on student numbers.



An Estate Manager will be appointed in the first year of operation with a General Estates Supervisor to assist them. This will ensure that the site opening and closing can be covered as well as any general maintenance and cleaning that is required during the school day.


It is intended that we will contract out cleaning to an external company for the first few years of the school opening rather than employ cleaners directly. Potential costs have been shown in the staffing budget but no staff allocation has been given. This has been taken from the costs incurred by NSB but scaled down for the smaller buildings that Northampton School will occupy.

The pupil:all staff ratio has been calculated as 11.6:1 when Northampton School is fully open. This compares with 9.5:1 for similar benchmark schools. If cleaning staffing are included, the ratio would be reduced to 9.8:1. The figures used fall in line with the benchmarking data.

Administrative staff recruitment will take place in Term 5 or 6 in the year before they are required. This will mean that student numbers are confirmed and will mitigate risk in respect of this.

Other expenditure has been benchmarked against 15 similar sized schools and compared with current expenditure at NSB which has been scaled to represent an 11-16 school.

Supply teacher costs have been based on actual spend at NSB and will protect Northampton School against unknown long term absence and maternity cover.

Development and training will be provided largely by System Leaders in NSB. As Northampton School grows the amount of training required will increase. An amount of  per member of staff has been allowed.

Recruitment costs will be able to be kept low as a number of appointments will be able to be made from within the linked Teacher Training provider, NTTP. As staffing requirements are known for the forthcoming year, adverts for several teachers will be

G1 – Additional commentary on financial viability

able to be placed at one time. Northampton School will make use of the new DfE run teacher recruitment and the Teach Northamptonshire website, both of which are free to advertise. Costs will increase after five years of opening and reflect costs at NSB. It is expected that staff turnover will be relatively low.

Midday supervision of students has been based on actual costs at NSB and will increase annually as the number of students in the school increases.

Exam invigilation costs will be required in 2025/26. They reflect the actual cost incurred at NSB for GCSE exams. It covers trial exams and access arrangements as well.

Buildings maintenance and improvement costs will be low in the first years of opening, but will increase as the school occupies more of the buildings. Particular areas of the school will be zoned off to reduce wear and tear.

Similarly, grounds maintenance will again start low but increase as more of the site becomes occupied and used.

Cleaning and caretaking costs will cover core maintenance contracts. These will also start low and increase as warranties expire.

[REDACTED]

Contract cleaning costs have been calculated on the requirement to clean the whole of Northampton School when it is full. Figures have been based on those incurred by NSB currently. They have been scaled down for the first four years of operation on the assumption that the whole school will not be occupied and that some of the cleaning will be able to be carried out by the Estate Team. Cleaning will initially be contracted out until the school is fully occupied at which point the school may decide to bring the cleaning in-house.

Water and sewerage costs have been benchmarked against similar schools and compared with those of NSB. These have been scaled to reflect the site not being fully occupied until 2025/26. [REDACTED]

Energy costs have been benchmarked against similar schools and compared with those of NSB. These have been scaled to reflect the site not being fully occupied until 2025/26, however they cannot be reduced proportional to student numbers. It is also expected that as the school is a new build it will be built with greater energy than existing schools, hence the final cost is expected to be 80% more efficient. [REDACTED]

[REDACTED]

Rates have been set at the same figure as NSB but it is expected that they will be lower for Northampton School. These are fully recoverable through the Local Authority/ESFA

G1 – Additional commentary on financial viability

and a line in the income reflects this.

Learning resources (not ICT) has been calculated as the cost required to fully resource the curriculum model during each year of operation until the school is fully functioning. A cost of [REDACTED] has been allocated for this purpose in the first year of opening. Resources will be purchased for the remainder of KS3 during the second year of opening and for GCSE during the fourth and fifth years of opening. Where appropriate bulk purchasing will be organised to drive supplier price down. Where appropriate, DfE procurement procedures will be followed to obtain best value for money.

ICT Learning resources cover the costs of licences to support student learning (e.g. VLE) and increase incrementally as the school grows. This will include PC replacement cost from year 5 onwards. This is below the average benchmark costs for our comparator schools. Software licence costs will increase on a per pupil basis.

Administrative supplies have been calculated on a pro-rata basis using NSB costs.

Learning resources – Team Capitation has been calculated on a pro-rata basis using NSB costs. It will be distributed to Curriculum Teams based pupil numbers and contact ratios.

Legal, auditing and marketing are reflective of costs incurred by NSB.

The MAT fee will initially be set at 5% but will be reviewed when the school is full. This will cover central services provided such as payroll and HR. It will also cover part of the CEO salary as well as support provided by the Teaching School and System Leaders.

The contingency will be set at 1% of the GAG income.

It is assumed that the school will need to contract out its catering services for the first four years of operation and that there may well be a cost associated in doing this. Clearly Northampton School will attempt to negotiate as good a deal as possible, however, with only a small number of pupils initially requiring school lunches, this may not be viable for any external contractor. Northampton School intends to bring the catering operation in house from the fifth year of opening.

The Free School Meals costs reflect the cost of providing meals for those students entitled to one. This balances the income received.

Communications covers the costs of operating the telephone system and broadband licences. This will increase based on the number of users.

Travel costs will cover any travel of staff between NSB and Northampton School.

[REDACTED] The model currently employed at NSB is proven to be highly successful with the progress of disadvantaged students registering at +0.83 in the 2018 GCSE exams. Northampton School will employ the same

G1 – Additional commentary on financial viability

model to support Pupil Premium students which will include additional Maths and English support and intervention, bespoke support packages depending on student need, support to access the curriculum, support for educational resources, equipment and trips, support to participate in extra-curricular activities, music tuition, student educational incentives and support for the purchase of school uniform.

Pupil inclusion costs reflect the cost needed to support some specific non-pupil premium students to access the curriculum effectively. It is reflective of the expenditure incurred by NSB and will grow as students pass through the school.

Northampton School's ethos will also focus extensively on student participation in extra-curricular activities during their time at school. As such, we are budgeting to enhance the extra-curricular programmes through an instructors budget which will allow all students to participate in free and subsidised activities during and beyond the school day. The extra-curricular transport and awards budgets will also contribute towards this aspect of the school's provision.

The Learning Resources Centre budget will enable the LRC to be stocked with appropriate materials for students to engage with during their time in school.

We believe that the expenditure for Northampton School broadly follows the expenditure of similar, more established secondary schools with similar student numbers whilst also closely following the budget of NSB. Specific consideration has been given to the key features that have made NSB so successful and that we wish to replicate in this new school.

The school finances will be scrutinised by the Executive Head and Chair of Trustees on a monthly basis. Monthly reports will be produced for the trustees demonstrating the financial position of the school including cashflow, spend against budget and staffing spend. This will be in line with the data currently provided for the governors of NSB.

The Finance Manual currently in place for Northampton School *for Boys* will be deployed across both schools.

The current finance system introduced at NSB allows for more than one school to use it and also for comparisons to be made across both schools. This will be rolled out prior to the school opening.

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.



Department
for Education

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