# NCC-l-head-cmyk

**Invitation to Submit an**

**Expression of Interest to run a new Special School**

**Background, School**

**Specification & Application**

for

a new

 Special Free School in Mansfield:

**Off Ravensdale Road**

**Mansfield**

**Nottinghamshire**

**NG18 2DP**

**NG**

School is to open in 2025

**Closing date** for submission of bids is **5pm on**

 **Monday 11th December 2023**

**NB: It is the potential sponsor’s responsibility to check online regularly for any additional information**

# *Before completing your application, please ensure that you have read the* *Free School Presumption prospectus for the Ravensdale Special School in Mansfield below:*

# Prospectus

# INTRODUCTION

Under section 6A of the Education and Inspections Act 2006 (the ‘free school presumption’) where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. Nottinghamshire County Council has identified the need to establish a new special school in Mansfield to open in 2025.

Nottinghamshire County Council (NCC), as the Strategic Commissioner of Education Provision in the County, is responsible for ensuring there are enough high-quality places for all learners, while at the same time fulfilling the Local Authority’s other responsibilities to raise education standards and to be the champion of children and their families in securing good quality education.

Nottinghamshire’s Special Educational Needs and Disabilities (SEND) Place Planning Strategy (2021-2026) states that:

* Despite the planned actions to develop locality working, and the ongoing commitment to inclusion, the analysis of the continuing demand for specialist educational placements … will require the County Council to increase provision over the next five years.

The opening of new school will be the subject of discussion with the appointed Free School sponsor.

1. **A NEW SPECIAL SCHOOL FOR MANSFIELD**

The creation of this 144 place special school (with capacity to expand to 160 places) will aid towards the demand for specialist places in the area.

Nottinghamshire’s Special Educational Needs and Disabilities (SEND) Place Planning Strategy (2021-2026) states that:

* An additional 275 - 490 places in specialist provision by September 2026, with up to 239 places required for September 2023.
* An additional special school for children and young people with autistic spectrum disorder (ASD)
* A range of provision with most of the additional placements being located either on existing mainstream school sites or new build schools (Satellite Centres), to allow opportunities for integration and access to the national curriculum. This is especially important for the cohort of children and young people with social, emotional and mental health needs.

**2.2 The local area**



# The new special school will be built on the former Ravensdale Middle School site.

# 2.3 School Specification

# The school will be built in accordance with the specifications described by the Department for Education (Building Bulletin 103) and under consultation with Nottinghamshire County Council. The project will be assessed and monitored by Nottinghamshire County Council’s property partners, Arc.

The site and buildings will be leased by NCC to the Academy Trust for 125 years.

**2.4 Age Range**

The school will admit pupils from Key Stage 2 to the end of Key Stage 5. Initially the school will be able to offer 144 places with a view to expanding to 160 places.

**2.5 Opening the School**

It is expected that the school will open in 2025.

The allocation of places at the new special school will continue to be managed by the Statutory Education, Health & Care Assessment Team of the Council’s Integrated Children's Disability Service. Places will be allocated to those children with Education, Health and Care Plans specifying specialist provision which can be offered at the new school. The trust that will operate the school will be selected through the Free School Presumption process.

NCC would be pleased to work with the approved sponsor of the new Special Free School to agree a pattern for the phased opening of the new school.

The number of places at the school will grow on an incremental basis in accordance with the capacity and structure programme outlined below.

**2.6 Capacity and Structure**

On opening in 2025, the school will initially make available the following places:

|  |  |
| --- | --- |
| **Year Group(s)** | **No. Places** |
| Years 3 & 4 | 8 |
| Years 5 & 6 | 8 |
| Years 7-9 | 24 |
| Years 10-11 | 16 |
| Year 12-13 | 16 |

# NCC anticipates that the school may develop as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |
|  | **2025/2026** | **2026/27** | **2027/28** | **2028/29** |
| Years 3 & 4 | 8 |  16 | 16 | 16 |
| Years 5 & 6 | 8 | 16 | 16 | 16 |
| Years 7-9 | 24 | 48 | 48 | 48 |
| Years 10-11 | 16 | 32 | 48 | 48 |
| Year 12-13 | 16 | 32 | 32 | 32 |
| **Total** | **72** | **144** | **160** | **160** |

1. **THE NOTTINGHAMSHIRE CONTEXT**
	1. ***The Nottinghamshire Plan 2021-2031***

**Our vision and ambitions**

***“A healthy, prosperous and greener future for everyone”***

For the next ten years, we’ll focus on:

* improving health and wellbeing in all our communities
* growing our economy and improving living standards
* reducing the County’s impact on the environment
* helping everyone access the best of Nottinghamshire

We have split our vision into nine ambitions which describe what we want for all our communities. The full plan can be viewed [here](https://plan.nottinghamshire.gov.uk/).

**3.2 Education Vision**

‘*The Nottinghamshire Plan’* makes several direct references to our vision for education, as follows:

‘**Give our children the best start in life**.

We will deliver our [Best Start Strategy [PDF]](https://www.nottinghamshire.gov.uk/media/2904217/nottinghamshire-best-start-strategy-2021-2025.pdf), so that all children in Nottinghamshire, wherever they live, grow up to enjoy the best health possible, are protected from harm, and have access to education that enables them to reach their potential and boost their future life chances.

**Building skills that help people get good jobs.**

Nottinghamshire needs a skilled workforce that can compete on a local and global stage, and we want our residents to have access to good-quality, rewarding, local jobs.

We also want to make sure everyone has the opportunity to realise their potential, whatever their age, ability or background. So, as well as children in early years settings, and young people in schools and colleges, we’ll support adult learning too.

Education is key in finding work, so we begin with schools. While 86% of Nottinghamshire children attend ‘good’ or ‘outstanding’ schools, we know we can do more. We want every child in the County to attend a school with this rating – whether the setting is an academy or Council-owned. With supportive, nurturing and enjoyable places to learn, we know our children will flourish. But, we also face the challenge of ensuring there are enough places in good schools for children to attend, and for parents to have a say in where they send their child.

Whatever stage people are in their education, we’ll partner with schools, colleges, universities and training providers to ensure that the skills being taught match the needs of local businesses and new investors, while supporting the kinds of work people want to do. In other words, we’ll forge a clear pathway from training to good employment for everyone in Nottinghamshire. As one of the largest employers in the County, we can shape much of this through our own services and programmes, whether through work placements, apprenticeships or training opportunities. And, as with many of our ambitions, we’ll always focus our efforts where the need is greatest.

**Over the next four years we will:**

* Give children and young people access to learning settings with ‘good’ or ‘outstanding’ Ofsted ratings.
* Make sure there are the right number of mainstream and special school places for Nottinghamshire’s children and young people.
* Ensure that every child with Special Educational Needs and Disabilities (SEND) accesses education which prepares them for good jobs.
* Champion the education of children and young people in the care of the local authority.
* Advocate for fairer funding for Nottinghamshire’s schools, especially for Special Educational Needs and Disabilities (SEND).
* Ensure that Council maintained school buildings and facilities are in good condition.
* Help adults to learn new skills (young people’s study programme for those aged 16-18).
* Create pathways from training into employment.
* Use our position as a major employer to create training and development opportunities.’

The Council’s ‘*Partnership Strategy for Looked After Children and Care Leavers in Nottinghamshire*’ presents its vision and commitment to children in Care and to Care Leavers. The education achievement of this group of children and young people is a key priority for this Council. The successful sponsor should share that commitment, providing additional support to enable these learners to achieve their potential. [here](https://www.nottinghamshire.gov.uk/policy-library/39001/nottinghamshire-partnership-strategy-for-looked-after-children-and-care-leavers-2022-25%22%20%5Co%20%22Partnership%20Strategy%20for%20Looked%20After%20Children%20and%20care%20leavers)

1. **PROJECT DETAILS**

# 4.1 Curriculum

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Applicants should take account of the relevant criteria in Annex C of [the free school presumption guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706171/Academy_and_free_school_presumption_departmental_advice.pdf) (link on page 13).

As a minimum, please ensure you include the following:

* An ambitious, broad and balanced, deliverable curriculum plan which is consistent with the vision and pupil intake and should;
	+ promote children’s engagement in learning by developing skills,

dispositions and attitudes to learning;

* + develop children’s spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject*;*
	+ prepare children for a future in a rapidly changing world by developing their intellectual, practical, aesthetic, spiritual, social and emotional

capacities;

* + enable all pupils to set their life and society in a relevant cultural,

historical and geographical context and understand the nature of the world in which they live;

* + help pupils acquire the knowledge, concepts, basic and transferable skills, values and attitudes which will serve them now and in the future;
	+ provide pathways into work that meet the specific need of each

individual pupil.

* Strategies for measuring pupil performance effectively and setting challenging

 targets so that:

* + Pupils’ starting points and capabilities are recognised and used to

tailor a curriculum to ensure they make all the progress of which they are capable;

* + achievement and development in every individual’s personal growth and academic results are recognised.
* A staffing structure that will deliver the planned curriculum within the expected

income levels; with a focus on outstanding teaching (including strategies for effective performance management).

* The needs of all children *(i.e. those who are disadvantaged or vulnerable learners including looked after children)* are fully provided for and how the school will be fully inclusive so that pupils can:
	+ reflect sensitivity to issues of gender and culture, and commitment to whole school action in the pursuit of good practice in these important

areas;

* + overcome any barriers to achievement and curriculum engagement

 to become resilient, independent and successful learners.

* Enrichment and extended services, for example, breakfast clubs, sports clubs,

 homework clubs and music/art clubs that:

* + provide a wide range of high-quality learning experiences which

engage students and stimulate their imagination;

* + provide opportunities for aesthetic and creative development,

including interpreting, performing, designing, making and problem solving;

* + provide opportunities for taking part in a wide range of physical

activities, sports and games to promote lifelong healthy living.

* The school’s approach to: RSHE, the Prevent Duty; safeguarding and welfare; and promoting fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs).

# 4.2 Admission Arrangements

The allocation of places at the new special school will continue to be managed by the Statutory Education, Health & Care Assessment Team of the Council’s Integrated Children's Disability Service. Places will be allocated to those children with Education, Health and Care Plans specifying specialist provision which can be offered at the new school. The trust that will operate the school will be selected through the Free School Presumption process.

# 4.3 Revenue Funding

Given that the educational landscape is maturing, with Multi-Academy Trusts developing their own infrastructure and capacity, it is the view of the County Council that all publicly funded stakeholders should ensure that available resources are pooled to meet the need for new school places.

There is a shared duty that Multi-Academy Trusts, Local Authorities and the DfE should work together to maximise resources and minimise the duplication of effort and provide value for money. Therefore, this Local Authority will not forward fund senior leadership salaries as we expect that Multi-Academy Trusts will have the capacity to do so.

**4.4 Pre-opening funding**

In the run up to opening, DfE will provide a one-off Project Development Grant (PDG) payment of £25,000 to the successful proposer for the legal costs associated with establishing the new school.

NCC will not pay leadership and governance costs to the approved sponsor of the new free school. Therefore, prospective sponsors of the new free school will need to confirm that they would be prepared to proceed on this basis if they are selected.

NCC will contribute £200,000 towards the lead-in costs of the new special free school from the High Needs Block of the DSG. Lead in costs will include the appointment of staff, the employment of staff prior to opening and the purchase of any goods or services necessary in order to admit pupils. The funding will be paid on receipt of an invoice and detail/proof of expenditure from the Multi Academy Trust.

**4.5 Post-opening funding**

From opening in 2025, the new free school will be funded through NCC’s local funding formula as per all special schools and special academies in Nottinghamshire. The school will receive both place funding and band funding for each pupil.

In order to assist the Multi Academy Trust with financial planning for the new school and to ensure that the new school is not disadvantaged due to diseconomies in scale in their early years, NCC will guarantee funding for the number of pupils shown in the table below:

**Table 1 – Guaranteed pupils funding – Years one to three of opening.**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Year 1** | **Year 2** | **Year 3** |
| **Academic year** | 25/26 | 2026/27 | 2027/28 |
| **Guaranteed pupil funding** | 144 | 144 | 160 |

In the first Year the Band funding will be paid at SEND Band 3 for all pupils. The school would then be expected to participate in the annual Band Moderation Process in January 2026 in readiness for the Band allocations from April 2026.

# Free School Presumption for the new Ravensdale Special School, Mansfield.

**APPLICATION**

# *Before completing your application, please ensure that you have read the Free School Presumption prospectus for the new Ravensdale Special School, Mansfield.*

# 1. APPLICATION PROCESS AND ASSESSMENT CRITERIA

Potential proposers are asked to complete the full application form that is available on the [Nottinghamshire County Council webpage](https://www.nottinghamshire.gov.uk/education/school-admissions/new-144-place-special-free-school-in-mansfield-off-ravensdale-road/).

## NCC will then use published criteria to evaluate and assess all completed applications that are received before the stated deadline. These criteria reflect, as far as possible, those suggested by the DfE in their own published guidance. The criteria focus on strategic vision, educational capacity and performance, financial planning and operational capacity and governance. [*See Appendix 1 for NCC Assessment Criteria*]

Following the evaluation, NCC will provide the Department for Education (DfE) with copies of all completed applications. NCC Elected Members will also make a recommendation to the Secretary of State as to the preferred sponsor. [*See Appendix 2 for detail of Selection Process*]

It is recognised that the Secretary of State, through the office of the Regional Directors, will make a final decision regarding the prospective sponsor with whom they intend to enter into a Funding Agreement.

Additionally, the Local Authority would expect the prospective sponsor to demonstrate:

* How they will ensure that pupil achievement and rates of progress are above national expectations for similar cohorts
* That they have considerable experience of leading specialist settings that support pupils with autistic spectrum condition and/or social emotional and mental health needs
* How they will ensure vulnerable groups of pupils perform as well as other children;
* That they have a strong culture of working collaboratively with other education providers locally and in other parts of Nottinghamshire,
* How they will work in close partnership with NCC.

Applicants will need to submit a focused and coherent education plan as part of *Section C* of the application. Also, they will need to submit a three-year financial plan as part of *Section F* of the application.

The completed form should be sent electronically, **by no later than 5pm on Monday 11th December 2023** to**place.planning@nottscc.gov.uk**

**2. ASSESSMENT AND KEY DATES**

The Regional Director (RD) for The East Midlands and the Humber, on behalf of the Secretary of State, will consider the local authority assessments and recommendations before deciding which proposer is in the best position to take forward the new school. The RD will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

|  |  |
| --- | --- |
| **Event** | **Date** |
| Invitation to submit a proposal published and presumption competition opens | Monday 16th October 2023 |
| Deadline for receipt of applications | Monday 11th December 2023 5pm |
| NCC informs DfE of all proposals received | w/c 11th December 2023 |
| Local Authority Interview Panel meets |  w/c 29th January 2024 |
| Local Authority submits details of recommended proposer / sponsor to the Secretary of State |  w/c 29th January 2024 |
| Secretary of State appoints the successful sponsor of the new free school | To be confirmed |

**3. BACKGROUND DOCUMENTS**

[The Nottinghamshire](https://plan.nottinghamshire.gov.uk/) Plan 2021-31

The free [school](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1130565/Free_school_presumption_guidance.pdf) presumption January 2023

NCC [School Admissions](http://www.nottinghamshire.gov.uk/education/school-admissions) – Information and Guidance

NCC [Special Educational Needs and Disabilities (SEND)](http://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send) – Local Offer and Information

[NCC Fair Access Protocol, October 2021](https://www.nottinghamshire.gov.uk/media/4066055/nottinghamshirefairaccessprotocol.pdf)

NCC Looked [After](https://www.nottinghamshire.gov.uk/policy-library/39001/nottinghamshire-partnership-strategy-for-looked-after-children-and-care-leavers-2022-25) Children Strategy 2022-2025



 **APPLICATION FORM**

# Free School Presumption competition:

# Ravensdale Special Free School,

**Off Ravensdale Road**

**Mansfield**

**Nottinghamshire,**

**NG18 2DP**

|  |
| --- |
| **Section A: Applicant details (personal information will be treated in accordance with the Data Protection Act)**  |
| **Main contact for this application**  |
| 1  | Name |
| 2.  | Address  |
| 3.  | Email address |
| 4.  | Telephone number  |
| **About your organisation**  |
| 5.  | Please give details about your organisation or group  |
| 6. | Has your organisation/group been approved by the DfE as an academy sponsor? Yes/No |
| 7. | Outline some context about schools with whom you are working currently –  a) Please provide details of the schools you are running/sponsoring currently; andb) To what extent are you supporting and/or working with other schools in their school improvement and what impact has this had, or is having?    |
| 8. | How many schools do you have DfE approval to open in the next two years?  |
| 9. | Did you put together this application with support from another company or organisation?Yes/No |
| 10. | If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please describe the role (if any) you envisage for them in setting up and/or running the new Free School if your application is successful.  |
| 11. | Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include other Academy or Free School groups, other institutions, charitable bodies and/or commercial or non-commercial organisations.Yes/No |
| 12. | If yes, please provide details  |
| 13. | Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.  |
| 14. | Declaration of Personal/Business Links with Elected Member(s) and/or Senior Officer(s) of Nottinghamshire County Council  |
| 15. | Have you submitted an application to the DfE Free Schools Group to open a primary school at this site through the Direct Route already? Yes/No |

|  |
| --- |
| **Section B: Strategic vision**  |
|  |
| **Section C: Education Plan**  |
|        |
| **Section D: Relationship with other schools, the Council and the wider education community**  |
|   |
| **Section E: Capacity and capability**  |
|       |
| **Section F: Financial planning and viability**  |
|  |

**We confirm that:**

|  |  |
| --- | --- |
| We will comply with the requirements of the School Admissions Code (SAC), and other guidance and law relating to admissions   | Yes/No  |
| We accept the funding arrangements for set up and resourcing the school, including the fact that we will receive no further “Project Management Funding” | Yes/No  |
| We will participate in Nottinghamshire County Council’s agreed Fair Access protocol   | Yes/No  |
| We will accept the Local Authority’s policy on Safeguarding and implement it within the school | Yes/No |

We understand that Nottinghamshire County Council does not bind itself to accept any of the submissions, and will not be responsible for any costs, expenses or losses of whatever nature incurred in connection with the process.

Signature ……………………….

(Print Name …………………………………………………..) Date …………

Position…………………………….. Title………………………..

**Note: Application forms must be returned electronically no later than**

**5pm on Monday 11th December 2023**

**to:**

**place.planning@nottscc.gov.uk**

# NCC-l-head-cmyk

**EQUALITIES AND IMPACT ASSESSMENT**

As prescribed by section 9 of the Academies Act 2010 and section 149 of the Equality Act 2010, the local authority must assess the potential impact of any new school on existing educational provision in the area. The local authority must also consider whether the new school would impact on any groups with the following “protected characteristics”: age,

disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender,

sexual orientation. The county council must, therefore, have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and any other conduct prohibited

 under the Equality Act 2010.

2. Advance equality of opportunity between persons who share a relevant protected

characteristic and those do not share it. This involves having due regard, in particular, to the need to:

1. remove or minimise disadvantage suffered by persons who share a

relevant protected characteristic.

1. take steps to meet the needs of persons who share relevant protected

characteristic that are different from the needs of people who do not share it (in relation to disabled people, this includes, in particular, steps to take account of disabled persons' disabilities);

1. encourage persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

3. Foster good relations between persons who share a relevant protected characteristic

 and those who do not share it. This involves having due regard, in particular, to the

 need to tackle prejudice and promote understanding.

 The organisation of school places, and admissions to those places, are required to

 comply with relevant legislation and Codes of Practice. Any change to school provision

 in an area would potentially affect all pupils in that area, including those from minority

 ethnic groups. The proposed new free school has been assessed as having no negative

 impact in regard to any protected characteristic groups set out within the Equality Act

 2010.

## APPENDIX 1

##

## NCC ASSESSMENT CRITERIA

*Based on criteria developed and published in ‘Free school presumption: Annex C, Model criteria for local authorities and proposers seeking to establish new ‘presumption’ schools’, DfE, 2019*

* Applications to promote a Free School will be assessed using the criteria detailed below.
* These relate to the sections and numbering on the application form.
* Responses will be evaluated by a working group of County Council officers and elected members.

## Strategic Vision (*Application Form, Section B )*

* The Local Authority will be using two criteria to assess this section of your application.

**Criterion B1 - Provides a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.**

This is your opportunity to tell us in your own words about the overarching vision for the new school and how it informs your education plan. You will need to demonstrate in later sections that the vision is both deliverable and affordable within the available funding. Your vision should be coherent and consistent with the other sections of your application.

You do not need to provide details of your intended enrichment programme at this stage; however, if an enrichment programme is crucial to achieving your vision you should

mention it in this section and provide more details in the education plan.

If you already have more than one school please provide a brief overarching vision for your chain and your planned expansion strategy (including how many schools you hope to have in total, geographical spread and timescales).

You must:

* set out clearly why you are seeking to sponsor the school;
* identify any particular ethos you wish your school to have (including any religious or other beliefs);
* identify how your vision and ethos (including any religious or other beliefs) are reflected in the education plan and the curriculum; and
* set out your aspirations for the achievement of individual pupils, and the school as a whole, demonstrating your commitment to achieving outcomes and rates of progress above national expectations.

# Criterion B2 - Sets out how proposers will demonstrate they support UK democratic values

You must:

* provide evidence that you support UK democratic values including respect for the basis on which UK laws are made and applied, and respect for democracy; and
* support for individual liberties within the law, including mutual tolerance and respect, and how you will ensure the academy meets this objective.

## Education Plan *(Application Form, Section C)*

* The Local Authority will be using eight criteria to assess this part of your application.
* You should only seek to address criterion **C8** if you are intending to be a faith ethos school, a school designated as having a religious character or if you are proposing a school with a particularly distinctive educational philosophy and worldview.

**Criterion C1- Explains the rationale for the proposed curriculum, how it reflects the needs of the anticipated pupil intake and the plans for their progression and transition.**

**Criterion C2 - Sets out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.**

You must:

* describe the curriculum, setting out how it will be broad and balanced; and
* detail your expectations around the length of the school day, term and year.

**Criterion C3 - Shows how the staffing structure will deliver the planned curriculum.**

You must:

* set out plans showing an appropriate and phased development of the staffing establishment in line with planned pupil numbers and financial resources;
* describe the final staffing structure and show how it is sufficient, affordable and appropriate to deliver the education vision and plan; and
* set out the structure of the senior leadership team, middle leaders, teaching staff and any non-teaching support staff, as well as a clear description of their roles and responsibilities, both in the development phase of establishing the staffing structure and when at full capacity.

**Criterion C4 - Sets out a clear strategy for ensuring that the needs of pupils with differing abilities are met.**

You must:

* demonstrate an awareness of the varying needs of individual pupils and have an effective strategy for meeting them, including supporting those who need it and stretching the most able (gifted and talented pupils);
* show how you will use ICT, other agencies and partners’ resources to support the learning and maximise the achievement of pupils of varying abilities and needs;
* describe the strategies you will use to overcome barriers to learning and achievement, such as having English as an additional language;
* set out how you will have regard to the Special Educational Needs Code of Practice; and
* set out your approach to supporting disabled pupils and pupils with special educational needs, including those with and without a statement of special educational needs to ensure they are fully included;
* set out your approach to ensure that Children in Care and disadvantaged children make more than expected progress utilising the Pupil Premium; and
* set out how you will work with the NCC approach to the graduated SEND process.

**Criterion C5 - Details the definitions and measures of success which will deliver their aspirations for pupil achievement.**

You must:

* outline the targets that are proposed, why they are suitable to measure the delivery of your education vision, and what your strategy will be to achieve them;
* describe the proposed success measures for individual pupils and the whole school, including teaching;
* explain how these success measures will be monitored, reviewed and reported, including your plans to develop pupil assessment and tracking systems;
* explain how pupil progress will be reported to parents/carers, how their views will be gathered and how parents/carers will play an active role in improving their child’s progress, and
* confirm your willingness to engage in annual standards and performance review with the Local Authority.

**Criterion C6 - Describes the admissions policy, confirming commitment to fair and transparent admissions practices.**

You must:

* set out your proposed admissions policy, including the criteria to be used to set priorities for places if your school is oversubscribed. The admission arrangements must comply with the School Admissions Code (SAC) and related admissions law that applies to maintained schools in England.

**Criterion C7 - Describes how the approach to behaviour management, pupil safeguarding, pupil wellbeing and attendance will improve pupil outcomes.**

You must:

* set out detailed strategies for promoting good behaviour and attendance;
* describe how you will promote pupil well-being, including through pastoral care and strategies for tackling bullying;
* describe how these strategies are informed by your education vision and linked to raising standards and educational outcomes; and
* explain how you will help to achieve Nottinghamshire’s vision of zero permanent exclusions.

**Criterion C8 - (If Appropriate) The application to set up a faith ethos Free School, a school designated as having a religious character, or one with a particularly distinctive educational philosophy and worldview, shows how the needs of all children are fully provided for within the education plan.**

If you are proposing a free school designated as having a religious character or a school with a religious ethos, you must:

* describe how you will ensure that the school will be welcoming to pupils of all faiths and none, and show how the school will meet the needs of pupils of other faiths and none. You will need to set out how you think school policies will impact on these pupils. You will need to consider uniform and the wearing of religious symbols, the school meals you will provide and whether there will be dietary requirements, your religious education curriculum and the nature of collective worship; and
* explain how the school’s religious character or ethos will be reflected in the curriculum, including what percentage of your timetable will be devoted to religious education and other faith-related subjects and why this percentage is appropriate. Please set out what alternatives will be available for pupils not of the faith.

If you are proposing a school with a particularly distinctive educational philosophy and worldview, you must:

* describe how you will ensure that the school will be welcoming to all pupils within the local community. You will need to set out how you think the curriculum and school policies will impact on all pupils and how you will explain the curriculum to parents and pupils who are not familiar with this alternative method; and
* confirm what percentage of time is devoted to each subject.

# Relationships with other Schools, the Local Authority and

# the Wider Education Community *(Application Form, Section D )*

* The Local Authority will be using one criterion to assess this section of your application.

**Criterion D1 - Demonstrates how the prospective sponsor will work with and for the local community and is committed to work for the benefit of the wider education community.**

Proposers need to demonstrate/provide details on:

* your understanding of the community that the Free School will serve and how your education plan addresses the needs of that community;
* how you will make the school attractive to pupils of different backgrounds and abilities. This should include pupils from deprived or disadvantaged families;
* arrangements for home to school partnerships and communications to ensure parents are fully engaged in all aspects of their child’s development and achievement;
* how you will demonstrate your commitment to working collaboratively with other schools, and in particular the existing local primary school(s), and in close partnership with Nottinghamshire County Council;
* how you will support the vision of the Nottinghamshire County Council as set out in the policy statement ‘Your Nottinghamshire: Your Future’; and
* arrangements you will put in place to make the building and facilities available to the local community outside of school hours.

Proposers need to demonstrate how they will respond to the Local Authority’s stated position on revenue funding at the inception of the project to open this new school. Given that the educational landscape is maturing, and Multi-Academy Trusts are developing their own infrastructure and capacity, it is the view of the County Council that all publicly funded stakeholders should ensure that available resources are pooled to meet the need for new school places.

There is a shared duty that Multi-Academy Trusts, Local Authorities and the DfE should work together to maximise resources and minimise the duplication of effort, and provide value for money. Therefore, this Local Authority does not envisage forward funding senior leadership salaries as we expect that Multi-Academy Trusts will have the capacity to do so.

## Capacity and Capability *(Application Form, Section E)*

* The Local Authority will be using three criteria to assess this part of your application.

**Criterion E1 - Demonstrates a clear understanding of the respective roles of the company members, governing body and principal in running the school.**

You must:

* describe clearly in both writing and in a diagram the structure, lines of accountability and methods of escalation between the company members, the school’s directors (who also act as governors and trustees) and the principal;
* define clearly and set out the respective roles and responsibilities of the company members, the directors (who also act as governors and trustees), any proposed committees and the principal; and
* set out your protocols for avoiding and minimising conflicts of interest, confirming any you have already identified, and for securing independent challenge to executives.

**Criterion E2 - Show how the prospective sponsor will access appropriate and sufficient educational, financial, and other expertise to deliver their vision.**

You must:

* show that you have identified the educational resources, people and skills that you will need to set up and operate a school;
* show that you have identified the resources, people and skills that you will need to set up arrangements for and undertake the financial management of a school;
* show that your group has identified other relevant expertise, such as individuals or organisations with successful experience of setting up a new organisation or business, school governance, human resources, ICT, property/construction, marketing and project management;
* confirm sufficient time commitments to the project from relevant individuals;
* explain how work on this school will be balanced against the development of others if your group is seeking to establish more than one school; and
* set out clear and detailed plans for identifying and securing any necessary expertise currently missing from your group.

**Criterion E3 - Provides realistic plans for recruiting a high-quality Principal, other staff and governors in accordance with the proposed staffing structure and education plans.**

You must:

* set out plans for recruiting your school’s principal (head teacher) and the role you envisage him/her playing in the pre-opening phase;
* set out your plans for recruiting and developing high quality members of staff;
* identify for NCC any individuals you have identified already as prospective governors and their relevant skills and expertise; and
* describe how you will identify and appoint committed governors with the necessary skills to oversee both the establishment and running of a school.

**Financial Planning and Viability** *(Application Form, Section F)*

* The Local Authority will be using one criterion to assess this part of your application.

**Criterion F1 - Provides accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure.**

You must:

* set out your views on the key financial challenges you might encounter and how you will seek to address these;
* detail the systems you would put in place to ensure that the school’s finances are properly managed;
* outline your assumptions in estimating the income and expenditure for the school, and confirm which benchmarking data you have used;
* explain any unusual items of income and expenditure in the financial plans;
* show that you have allowed for unforeseen contingencies;
* demonstrate that any third-party income you have included is realistic and achievable; and
* confirm agreement to proceed according to the local authority’s revenue funding arrangements set out in the ‘Invitation to Submit a Proposal’.

**APPENDIX 2**

**SELECTION PROCESS**

**Sharing your information**

The identities of applicants will be shared with the Department for Education, which will gather relevant evidence regarding each proposer / potential sponsor.

Nottinghamshire may provide the Department for Education with a copy of your application. The information you have provided on your application may be subject to publication or disclosure in accordance with the Freedom of Information Act 2000 and the Data Protection Act 1998.

**FOLLOWING THE CLOSING DATE FOR APPLICATIONS**

**Assessment and Interview Process**

**Scoring**

Nottinghamshire will use the scoring system recommended by the DfE:

* 0 = The evidence and argument contained in the application is ‘inadequate’.
* 1 = The evidence and argument contained in the application is ‘adequate’.
* 2 = The evidence and argument contained in the application is ‘good’.
* 3 = The evidence and argument contained in the application is ‘excellent’.

**Proposals will be assessed as follows:**

* An initial, paper assessment will be undertaken, based on the evidence contained in each proposal
* The LA and the DfE will undertake due diligence on all applicants. Proposals should demonstrate that the sponsor would:
* support UK democratic values, including respect for the basis on which UK laws are made and applied
* demonstrate respect for democracy
* support individual liberties within the law
* demonstrate and mutual tolerance and respect
* Selected proposers will be invited to attend an interview, at which they will be asked to present their case and to answer questions to provide clarification and further detail
* The interview panel will include some, or all, of the following:
* Nottinghamshire County Council members of the Children & Young People’s Committee
	+ Local County Councillors
	+ NCC officers
	+ A representative of the DfE

**Following interview**

The LA will make a recommendation to the DfE, along with reasons for its decision, including the scores arrived at following the interview process given to each bid / proposal.

The recommendation will give evidence that the new Presumption Free School will raise the overall standard of education and reduce social disadvantage in the local area, and will add high quality places to the system.

The Secretary of State may choose to agree a sponsor other than the one proposed by the LA, if they have evidence regarding the sponsor’s suitability or lack thereof.

The final decision will be made by the Secretary of State. The DfE will then inform the LA, the successful proposer and the local MP

The LA will inform the unsuccessful candidates, providing feedback where necessary.