

## Provider

	Scoring (Y) or Information only (I)	Score (0 to 3) (after submission of written specification) by WBC panel.	Score (0 to 3) (if amended after interview)	Question weighting (sums to 100% in each section)	Weighted score within each section	Section weighting (sums to 100% for all sections)	Weighted score for each section	Total score (out of 100)	0
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100%

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### Section B – The School 3 100% 0 15% -

How effective are the proposals for partnership with WBC, neighbouring schools and other bodies likely to be in practise?

Y

30%

0

How well does the proposer understand the local community and what implications this has for their approach to the delivery of the curriculum and support for children and families?

Y

20%

0

How would the proposed admission arrangements (including catchment area) protect the interests of the Shinfield community?

Y

20%

0

How well developed are the plans for the pre-opening phase, including plans if the opening should be deferred until 2020?

Y

30%

0

### Section C – Vision 4 100% 0 15% -

Is the vision coherent, compelling and expected to guide the school in a way that contributes to the key objectives?

Y

25%

0

Does the vision establish how high standards will be maintained?

Y

25%

0

Does the vision establish how the school will be fully inclusive, with a commitment to supporting children to remain on roll or be transferred in an orderly fashion to a specialist setting?

Y

25%

0

Does the vision establish how the school will work in partnership with local schools and the council to improve standards and outcomes for children?

Y

25%

0

### Section D – Education plan

#### D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake 100% 0 13% -

Have they demonstrated that their proposed curriculum will be deliverable?

y

10%

0

Do they offer a broad and balanced curriculum which places a suitable emphasis on English, mathematics and science (pre-16 only)?

y

10%

0

Have they set out how they will meet the requirements of the early years foundation stage (EYFS) for nursery and reception classes?

y

10%

0

Are they clear about the length of the school day, including any enrichment time, making a distinction between compulsory and voluntary activities? Is this an appropriate division?

y

5%

0

Have they provided details of enrichment and extended services, for example, breakfast clubs, sports clubs, homework clubs and music/art clubs, are these credible and do they add value?

y

5%

0

0

0

Looking at the **quality** of the curriculum plan, does it demonstrate they have:

• An understanding of the expected pupil intake and their needs;

y

10%

0

• A rationale for the type of curriculum proposed which is consistent with the vision. Have they explained how it meets the needs of the expected intake, whilst having an ambitious approach to meeting those needs. If they are proposing to teach something other than the national curriculum, how well have they demonstrated that it is a good and successful model (eq results of academic research);

y

15%

0

• A strategy to assess and meet the needs of all pupils including looked after children, those requiring literacy recovery/intervention (including English as an additional language), the most able (gifted and talented), those with differing degrees of SEN and disabilities, and pupil premium;

y

15%

0

• Strategies in place to support pupils to be successful when they enter and leave the school;

y

5%

0

For the nursery class element of the free school:

• have they considered, where appropriate, offering the local authority funded early education flexibility to meet the needs of working parents; and/or

y

10%

0

• have they considered including provision for disadvantaged 2 year olds. Note that there is only one nursery class and combined provision for 2 year olds to 4 year olds may not be realistic here.

y

5%

0

#### D2 – measuring pupil performance effectively and setting challenging targets 100% 0 11% -

• How well have they described how they will establish a baseline of students' current level of attainment (including external validation of this) and put in place an assessment and data tracking system that will allow pupil performance to be monitored and continuously improved.

Y

25%

0

• Do they have ambitious and realistic targets for pupil performance, behaviour and attendance, explaining why they are suitable to measure the delivery of their education vision, and what their strategy will be to achieve them.

Y

20%

0

• How well have they explained how they will review success measures and targets regularly to improve the school's performance. This could include benchmarking assessment data with other relevant schools.

Y

20%

0

What is our assessment of the quality of their plans to:

• Use appropriate data to inform teaching and drive progression and attainment for all pupils;	Y		20%	0		
• Liaise with and report progress to parents.	Y		15%	0		
<b>D3 – 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) and a commitment to children</b>						
			<b>100%</b>	<b>0</b>	<b>10%</b>	<b>-</b>
<b>EITHER</b> <b>If they have (an) open state-funded school(s) with a strong track record and are planning on replicating the staffing model, we are looking for,</b> <b>OR</b> <b>If they do not have (an) open state-funded school(s) with a strong track record or they are not planning on replicating an existing staffing model.</b>						
• Have they provided an organogram based on the school they are replicating (or on their trust-wide staffing model if they are comparing the new school to their whole cohort), showing the proposed staffing structure for teaching and support staff each year until the school is at full capacity in line with planned pupil numbers (including for nursery and sixth form provision, where applicable). They can either provide one organogram and colour-code which members of staff arrive in which year, or they can provide several organograms if that is clearer;						
The score here is for clarity and confidence this is a sound model.						
<b>OR</b>	Y		10%	0		
• Have they demonstrated that as the school grows to full capacity, they will have an affordable staffing structure and sensible phasing plans that deliver a suitable (interim/developing) curriculum plan. Provide an organogram showing the proposed staffing structure each year until the school is at full capacity in line with planned pupil numbers (including for nursery and sixth form provision, where applicable). They can either provide one organogram and colour-code which members of staff arrive in which year, or they can provide several organograms if that is clearer.						
The score here is for clarity and confidence this is a sound mode.						
• How well do they show how they would focus on measuring and improving quality of teaching?	Y		10%	0		
To what extent does their staffing model matches the curriculum they have proposed?	Y		10%	0		
Do they intend to use any of their existing staff in the new school(s) and if so how will this work in practice?						
• Have they shown how they would focus on measuring and improving quality of teaching;	Y		15%	0		
• How well have they demonstrated that at full capacity, their staffing structure is sufficient to deliver the curriculum plan; consistent with the information provided in the budget plans; affordable; and includes strategies for effective performance management;	Y		10%	0		
• How well have they demonstrated that at less than full capacity, their staffing structure is sufficiently flexible to respond to reductions in funding and can still deliver a sufficient curriculum, including an overview explanation of how they would approach making savings. Have they explained the actions they would take to reduce costs; the reasons for these actions; and the reason they have prioritised the actions as they have. they should explain how their amended plans would continue to support delivery of their education vision and plan and any changes they would have to make to the education plan;	Y		10%	0		
For the nursery element of their free school:						
• Have they stated whether or not their early years provision will be led by a qualified teacher? Have they referred to the statutory framework for the early years foundation stage for staff-to-child ratio options, as there may be implications for funded early years places, depending on the staff-to-child ratio applied. Have they discussed this with us (e.g. with the Early Years team)? This is more for information than evaluation.	Y		5%	0		
We will also assess the <b>quality</b> of the staffing structure through the extent to which:						
• It includes an appropriate balance of roles, experience and expertise eg senior leadership team, middle managers, SENCO, subject leaders, teachers, support staff, personal coaches etc;	Y		10%	0		
• they have credible contingency plans to adapt their staffing structure and still deliver a sufficient curriculum if income were less than expected;	Y		10%	0		
• The changes proposed, if there were a reduction in income, would result in an affordable, good quality education plan which would be consistent with the vision for the school; and reflective of its particular characteristics.	Y		10%	0		
<b>D4 – The school will be welcoming to pupils of all faiths/world views and none. Have they demonstrated:</b>						
	Y		<b>100%</b>	<b>0</b>	<b>12%</b>	<b>0</b>
<b>If the school is one with a religious ethos or religious character or a distinctive educational philosophy enter "Y" in the cell to the right (B65), and complete the second part of this section.</b>						
• That the school will be welcoming to pupils of all faiths/world views and none; and shown how the school will address the needs of all pupils and parents;	Y		20%	0		
• How the curriculum will be broad and balanced and prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education. Consideration must be given to relevant issues, for example how the school will teach PHSE, adhere to the Prevent Duty and have appropriate policies on safeguarding and welfare;	Y		20%	0		
• How the school will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	Y		20%	0		
• How the school will aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the school;	Y		20%	0		

• How the school will aim to encourage pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views.	Y		20%	0
<b>In order for us to assess an application for a school with a religious ethos or religious character or a distinctive educational philosophy, have they provided:</b>	I			
• A brief explanation of how the school's religious ethos or character will be reflected in the curriculum.	Y		0%	0
• Does this include: the proportion of the school's timetable devoted to religious education and other subjects that include some faith-based teachings or use faith-based materials; how the planned approach will help to prepare children for life in modern Britain; elements of subjects that could overlap with faith teaching (for example, if a proportion of language teaching includes faith-based material); what time will be devoted to worship, reflection time and prayer and how this will be inclusive to pupils of different faiths or none?	Y		0%	0
• Have they provided a brief summary of the alternatives to prayer and religious study that will be available for pupils of a different faith or of no faith?	Y		0%	0
• Have they provided a brief summary of how school policies affect pupils of other faiths or of no faith. This must include consideration of the school's uniform and school meals policies, including the wearing of religious symbols; and any dietary requirements. It must also address the religious education curriculum, the arrangements for collective worship, and the criteria for staff appointments to the school?	Y		0%	0
• Have they provided information about engagement and consultation with diverse local community groups, faith authorities and parents demonstrating how they will seek to attract pupils of different faiths and backgrounds to the school?	Y		0%	0

#### Section E – Capacity and capability

How well have they demonstrated that their group has the capacity and capability to set up and run the school(s) they are proposing and that they have access to appropriate educational, financial and other expertise, either within their group or externally. How do we assess the quality of their plans to fill the gaps they have identified, and where applicable, the track record of any individuals they have already identified to fill the gaps?

<b>E1 – the necessary experience and credentials to deliver the school to opening</b>			<b>100%</b>	<b>0</b>	<b>12%</b>	<b>-</b>
<b>Have they provided the following and what is our assessment of their submission:</b>						
• Who will be in charge during pre-opening and provided their CV?	Y		5%	0		
• Who will be their principal designate, if they already know who this is, and have they provided their CV. Similarly, who will be their executive head, if there will be one. If they do not yet have a principal designate (and likewise if they intend to have an executive head, but they are not yet recruited), they should provide a short timeline (less than one page) for their planned recruitment exercise(s) which we will evaluate.	Y		5%	0		
• Have they outlined the missing skills and experience (if any) from their team, including: managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety. Have they considered gaps at an operational level and gaps in their board of governors/trustees and how they plan to fill those gaps? Where they have identified people to fill these gaps, have they provided the CVs? <i>Note, they will probably have more gaps to fill if they are proposing a type/phase of school that does not already exist in their trust.</i>	Y		10%	0		
• Have they demonstrated that they have, or have access to, individuals with strong relevant education expertise (for example, strong school improvement experience, a headteacher of a school that meets the definition of a strong track record as outlined in the introduction) and finance expertise with specific and sufficient time commitments? They will need to include: managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety.	Y		10%	0		
• <b>Information about each individual who is part of their group, including:</b> <i>Name;</i> <i>Where they live (ie town/city);</i> <i>Role in pre-opening and once the school is open (if any).</i> <i>Please include whether the individual is part of the core applicant group or someone whose support they are accessing. If the latter, please indicate whether they would expect this support to be provided on a paid, at cost, or voluntary basis;</i> • <i>Summary of all relevant expertise (eg educational, financial, including any relevant educational results/achievements) – this can be via a CV;</i> • <i>Approximate time commitments for all the individuals named in pre-opening (in hours per week).</i>	Y		10%	0		
The evaluation of the quality of the proposal for this aspect will be based on:						
• their skills gap analysis and their strategy to fill the gaps they have identified;	Y		20%	0		
• The track record of the individuals they have listed as experts in the areas named above;	Y		20%	0		
• The individuals with education and finance expertise forming part of their core group.	Y		20%	0		
<b>E2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school</b>			<b>100%</b>	<b>0</b>	<b>12%</b>	<b>-</b>
<b>Have they provided:</b>						
• What changes, if any, they need to make to their existing governance structure, roles, and responsibilities, or schemes, or delegation in order to ensure their trust continues to exercise strong accountability for their free school(s) both before and after they open, and for the rest of their trust. If none are required, is the explanation acceptable?	Y		10%	0		
• A brief description of any specific conflicts of interest and an explanation of how they intend to manage them. Declare any financial transactions that are likely to take place between any member/trustee (or a connected party/business) and the academy, the nature of the transaction(s) and that they will comply with the 'at cost' principles set out in the Academies Financial Handbook. If they have stated there are no conflicts of interest, how compelling is their case that this is so?	Y		10%	0		
<b>The evaluation will be on the basis of the quality of their plans to manage conflicts of interest (if any) and whether any changes they are proposing will help ensure their trust continues to exercise strong accountability.</b>						

• A diagram, in line with accepted academy trust models and in line with the Academies Financial Handbook, showing their proposed governance structure, including lines of accountability between the company members, the school's trustees, any local governing bodies or committees and the school's senior leadership team. The governance structure should cover all elements of the proposed school, including nursery, where applicable;

Y



15%

0

• A brief explanation of the roles and responsibilities of the company members, the trustees, any proposed committees and the principal;

Y

15%

0

• A strategy for avoiding and minimising conflicts of interest and for securing independent challenge to members and trustees;

Y

20%

0

• A plan to recruit and train any high-quality individuals they need, particularly those with education, school governance, and finance expertise (this will apply to their whole trust board if they do not yet have one; if they already have a governing body / trust board they should set out how they plan to recruit and train high quality individuals for any skills gaps they may have);

Y

15%

0

Our evaluation of the proposed size and structure of their board of trustees and whether it will enable effective decision making.

Y

15%

0