

Assessment Criteria – Dartford Primary School

Applications to promote an Academy or Free School will be assessed using the following criteria.

Note that KCC do not apply a weighting element to the scoring of any of these criteria. Each element will be marked using a scale of 0-3. 0 being inadequate, 1 adequate, 2 good and 3 outstanding.

B. Strategic Vision

Section B of the Application Form

We will be using one criterion to assess this section of your application.

B1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

You must:

- Set out clearly why you are seeking to promote the school;
- If you already have more than one school please provide a brief overarching vision for your Trust and your planned expansion strategy (including how many schools you plan to have in total, geographical spread and timescales;
- 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;
- 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

C. Education Plan

Section C of the Application Form

We will be using four criteria to assess this part of your application.

C1: Provide an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake.

- Demonstrate that your proposed curriculum will be deliverable;
- Offer a broad and balanced curriculum;
- A list of subjects to be offered;
- Outline the length of the school day, including any enrichment time, making a distinction between compulsory and voluntary activities such as breakfast clubs, sports clubs, homework clubs and music/art clubs.
- Outline how you will develop the Early Years and Reception year curriculum in line with the Early Years & Foundation stage requirement.

We will also assess the quality of the curriculum plan by how far it demonstrates that you have:

- An understanding of the expected pupil intake and their needs;
- A rationale for the type of curriculum proposed which is consistent with the vision. Please explain how it meets the needs of the expected intake, whilst having an ambitious approach to meeting those needs. *If you are proposing to teach something other than the national curriculum, please reference evidence (where it is available) which demonstrates that it is a good and successful model (e.g. results of academic research);*
- A firm commitment, as an inclusive school, to work with the LA's Local Inclusion Forum Teams (LIFT), further information available from the following link: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>; and
- A strategy to promote pupil wellbeing, including through pastoral care and strategies for tackling bullying.

C2: Detail how you will measure pupil performance effectively and set challenging targets.

- Describe how you will establish a baseline of pupils' 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;
- Have ambitious and realistic targets for pupil performance, behaviour and attendance, explaining 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;
- Describe your 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, those with differing degrees of SEN and disabilities, and pupil premium;
- 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;
- Explain how you will review success measures and targets regularly to improve the school's performance. This could include benchmarking assessment data with other relevant schools;
- 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; and
- Explain how these success measures will be monitored, reviewed and reported, including your plans to develop pupil assessment and tracking systems.

C3: Outline 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.

- Set out plans showing an appropriate and phased build-up of staff 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, SENCO, subject leaders, teaching staff and any non-teaching support staff, as well as a clear description of their roles and responsibilities, both in the build-up phase and when at full capacity;
- Show how you would focus on measuring and improving quality of teaching;
- Tell us whether you intend to use any of your existing staff in the new school(s) and if so how will this work in practice;
- Demonstrate that at less than full capacity, your staffing structure is sufficiently flexible to respond to reductions in funding and can still deliver a sufficient curriculum, including an overview explanation of how you would approach making savings.

C4: Outline how the school will be welcoming to pupils of all faiths/world views and none. All applicants must demonstrate:

- That the school will be welcoming to pupils of all faiths/world views and none; and show how the school will address the needs of all pupils and parents;
- 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;
- 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;
- 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; and
- 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.

In order for us to assess your application for a school with a religious ethos or religious character or a distinctive educational philosophy, please also provide a brief explanation of how the school's religious ethos or character will be reflected in the curriculum. This should 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;

- How you will ensure that the school will be welcoming to pupils of all faiths and no faith and show how the school will meet the needs of pupils of other faiths and no faith.
- 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 or of no faith;
- A brief summary of the alternatives to prayer and religious study that will be available for pupils of a different faith or no faith;
- 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 arrangements for collective worship and the criteria for staff appointments; and
- Information about engagement and consultation with diverse local community groups, faith authorities and parents demonstrating how you will seek to attract pupils of different faiths, no faith and backgrounds to the school.

D. Specialist SEND Provision

Section D: Set out a strategy for delivering a specialist provision for pupils whose primary barrier to learning is Autism.

- Outline your experience of supporting pupils whose primary barrier to learning is Autism Spectrum Disorder; and
- Describe your capacity to provide a high quality and inclusive education for pupils with these needs in a setting that will be a model of excellence for other provisions.

E. Capacity and Capability

Section E of the Application Form

We will be using three criteria to assess this part of your application.

E1: Demonstrate how the promoter 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 Academy 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 close partnership with Kent County Council;

- How you will demonstrate your commitment to working collaboratively with other schools, Early Years Providers and KCC to ensure appropriate progression pathways for your pupils.

E2: Demonstrate the necessary experience and credentials to deliver the school to opening

Please provide details of the following:

- Who will be in charge during pre-opening and provide their CV;
- 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;
- 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;
- Set out clear and detailed plans for identifying and securing any necessary expertise currently missing from your group;
- Confirm sufficient time commitments to the project from relevant individuals; and
- 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.

E3: Outline 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.

Please provide the following information:

- Tell us about any individuals you have already identified as prospective governors and their relevant skills and expertise;
- Describe how you will identify and appoint committed governors with the necessary skills to oversee both the establishment and running of a school;
- What changes, if any, you need to make to your existing governance structure, roles, and responsibilities, or schemes, or delegation in order to ensure your trust continues to exercise strong accountability for your free school(s) both before and after they open, and for the rest of your trust; and
- Include a brief description of any specific conflicts of interest and an explanation of how you 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.
- A diagram, in line with accepted academy trust models and in line with the Academies Financial Handbook, showing your 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 SRP, where applicable;

- A brief explanation of the roles and responsibilities of the company members, the trustees, any proposed committees and the principal;
- A strategy for avoiding and minimising conflicts of interest and for securing independent challenge to members and trustees;
- A plan to recruit and train any high-quality individuals you need, particularly those with education, school governance, and finance expertise (this will apply to your whole trust board if you do not yet have one; if you already have a governing body / trust board you should set out how you plan to recruit and train high quality individuals for any skills gaps you may have); and
- We will also consider the proposed size and structure of your board of trustees and whether it will enable effective decision making.

You must:

- Clearly describe 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;
- Clearly define 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.

F. Financial Planning and Viability

Section F of the Application Form

We will be using one criterion to assess this part of your application.

F1: Provide 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;
- Briefly 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; and
- Demonstrate that any third-party income you have included is realistic and achievable.

G. Synergy with the Ebbsfleet Garden Village Ethos

Section G of the Application Form

We will be using three criteria to assess this part of your application.

G1: Ebbsfleet is the first Garden City to be delivered in the UK for over 100 years. How would you promote the principles of a Garden City?

You must:

- Explain how you will engage with the community to support social cohesion including how the school could act as a leader in the community;
- Explain how you would maintain sustainable transport planning for staff and pupils as they travel to the school;

G2: Ebbsfleet has been designated as a Healthy New Town. How would you support this initiative?

You must:

- Explain how you will encourage healthy eating within the school including through education initiatives, including any opportunities for pupils to grow food.
- Support healthy lifestyles both inside and outside of school hours including through sports and leisure activities.

G3: How will you engage with the Ebbsfleet community?

You must:

- Outline the way in which the school will actively engage with the local community, including demonstrating a willingness to host and support local events using school facilities and staff where necessary.
- Explain how you will work with existing schools in the Ebbsfleet area to support them.