

Date: 19 September 2023
My ref: New School – WsM 3
our ref:
Contact: Sally Varley
Telephone: 01275 884857
Email: school.organisation@n-somerset.gov.uk

Dear Potential Sponsor

Expression of Interest for a new 630-place Primary School with Early Years off The Runway, Haywood Village, Weston-super-Mare, North Somerset to open in September 2025

In accordance with section 6A of the Education and Inspections Act 2006 (the 'free school presumption') North Somerset Council is pleased to share its documentation to seek a sponsor to run a new Primary School with Early Years facilities within the Haywood Village development in Weston super Mare (<https://n-somerset.gov.uk/my-services/schools-learning>).

The Council is seeking proposals from sponsors to open the above new school. Potential sponsors must complete the Expression of Interest application form and submit it electronically and in writing to school.organisation@n-somerset.gov.uk, along with two copies in paper form following the structure of the application form. All submissions must be received **no later than noon on Monday 11 December 2023**. Paper copies are to be sent to North Somerset Council, School Organisation, Castlewood, Tickenham Road, Clevedon, UK BS21 6FW. You must also, where requested, provide corroborative evidence.

Interviews for shortlisted organisations will provisionally be held during the week of 19 February 2023.

The Regional Department for Education for the South West, on behalf of the Secretary of State, will consider North Somerset Council's assessments and recommendations before deciding which proposer is in the best position to take forward the new school. The DfE will inform North Somerset Council and the successful proposer of its decision, and North Somerset Council will then inform any unsuccessful proposers.

Whilst it is recognised the Secretary of State is the Decision Maker, North Somerset Council will review all submissions. This will enable details of the Council's preferred sponsor to be included with the submission of all Expressions of Interest to be sent to the Regional Department for Education.

Regional Department for Education decisions are normally made in around 6 weeks. The successful sponsor will be notified at this time. It is anticipated the whole process will take around 9 - 10 months to complete.

Should you require any further information about this process, please do not hesitate to contact a member of the School Organisation Team on 01275 888359 school.organisation@n-somerset.gov.uk

We look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Carolyn Fair', with a stylized, flowing script.

Carolyn Fair
Interim Director of Children's Services

This letter can be made available in large print, audio, easy read and other formats.

Documents on our website can also be emailed to you as plain text files.

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Invitation to submit an Expression of Interest for a

New 630-place Primary School off The Runway, Haywood Village, Weston-super-Mare, North Somerset

September 2023

Background Information and School Specification



West Elevation
1:200



Closing date for submission of bids: Noon, Monday 11 December 2023

Please note, it is the sponsor's responsibility to check on-line regularly for any additional information provided by North Somerset Council during this process.

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Section A – Applicant Groups

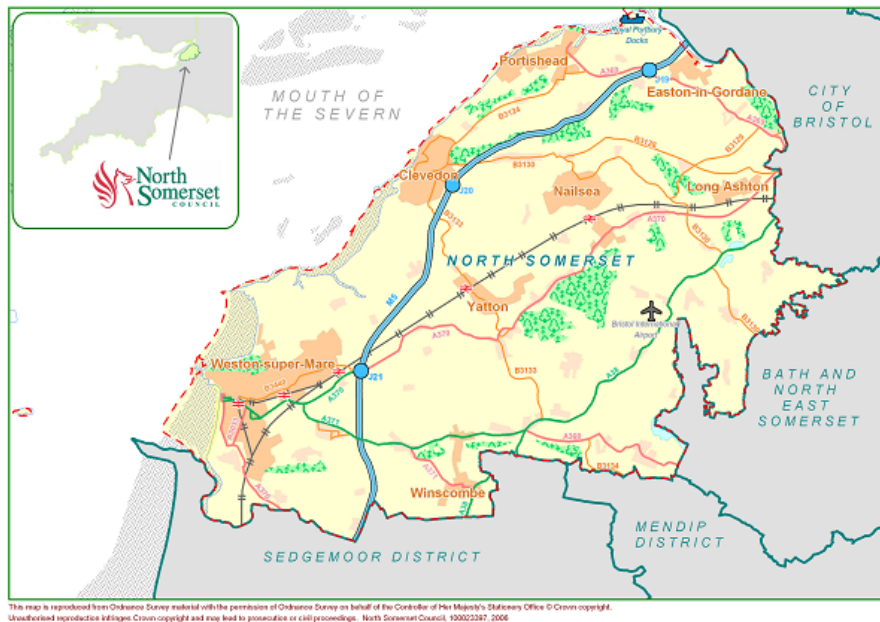
North Somerset will expect the school sponsor to be a member of a successful Academy Trust that supports a significant number of other good/outstanding schools and can demonstrate a robust financial standing to support the opening of this school.

Section B - The School

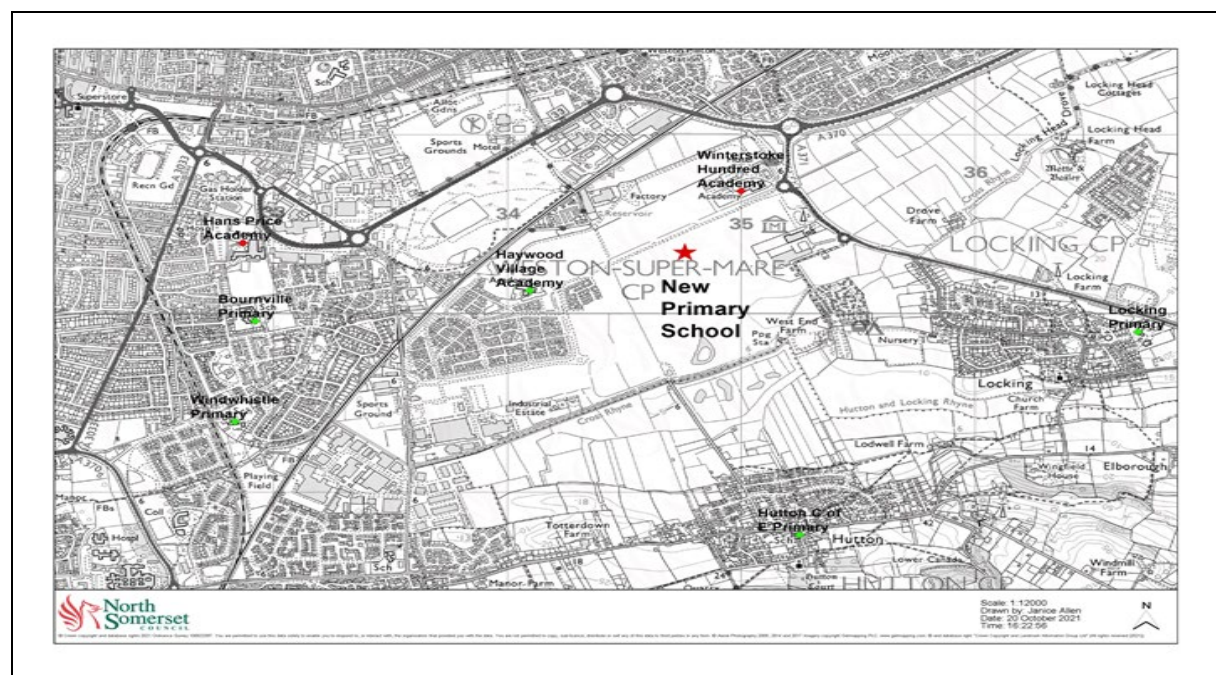
This proposal is in relation to a new primary school off The Runway, Haywood Village Weston-super-Mare, North Somerset.

1 – Site and Location

Weston-super-Mare in North Somerset is approximately 22 miles south-west of Bristol and is North Somerset's largest town. At the time of the 2021 census, it had a population of 87,594.



The new primary school site is located in the centre of the Haywood Village development and has good access to the M5 (J21) motorway and the links the A370 and A371. The nearest train stations are Worle Station, Weston-super-Mare and Weston-super-Mare's mainline station that are approximately a 40-minute walk and 30-minute walk away. Weston-super-Mare is well served by footpaths, cycle routes and bus routes.



The Council entered into a section 106 agreement with a developer for a 630-place primary school with early years facilities that shares its site with community sports fields and community buildings on 17 January 2018. These can be seen as part of Planning Permission 12/P/1510/OT2 <https://planning.n-somerset.gov.uk/online-applications/applicationDetails.do?activeTab=summary&keyVal=ZZZXGYLPJV740>. It is anticipated that the land will transfer to the Council and onto the academy within a 125-year lease to match the school's opening in September 2025.

2 – Demonstration of Need

In accordance with 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. North Somerset Council has identified the need to establish a new 630-place primary school with attached age 2 – 4 early years some all-year around provision adjacent to The Runway in Haywood Village to open in September 2025. Initially the school will open with a Planned Admission Number (PAN) of 30 Reception-aged places and grow year on year incrementally. As demand dictates, it could have a larger intake PAN or take pupils into older cohorts, based on local need and the availability of places at other local schools.

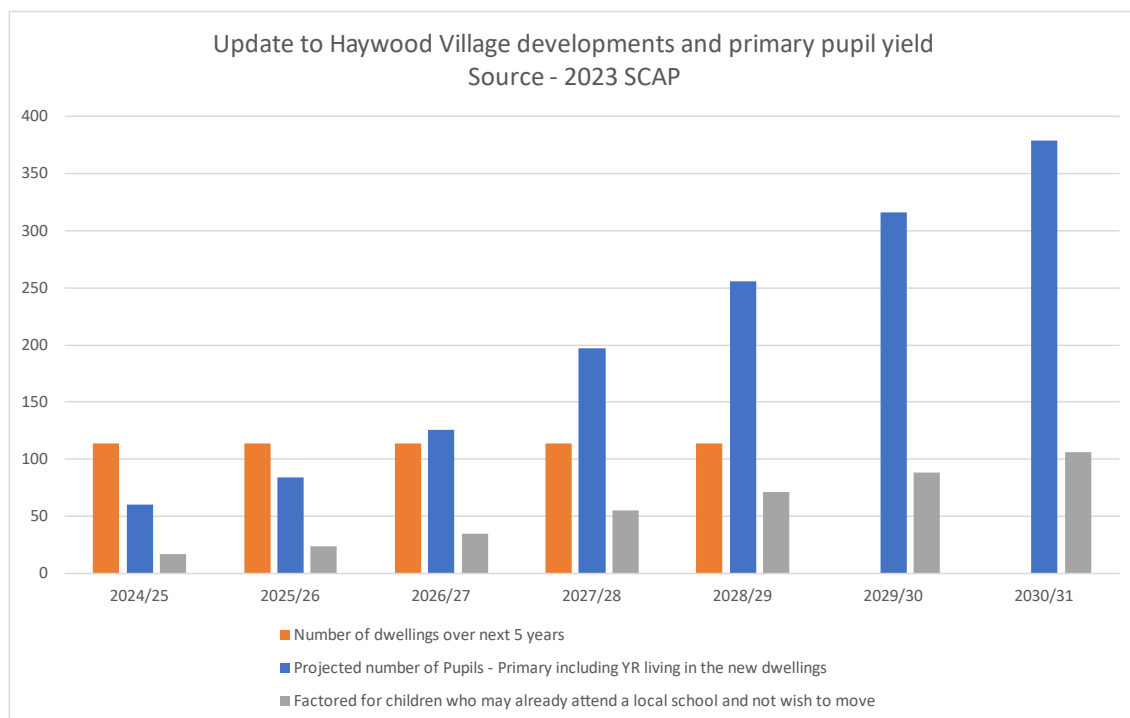
The Weston Villages strategic development location comprises two discreet development areas, Haywood Village and Parklands Village. Across both developments a total of 6,500 dwellings are planned. At the end of March 2023, 2,248 of these homes had been built and are occupied. The majority of the rest of the units have planning consent, and at the time of the last survey 265 were under construction.

Within the total number of homes to be delivered 2,550 are to be constructed at Haywood Village. The first phase of 900 homes was developed between 2015 and 2019. Phase 2 comprises 1,650 further homes, of which 294 have been completed, 45 are under construction, a further 390 benefit from full planning permission and the remaining 921 have outline consent in place. This development is capable of being delivered in full within the next 5-7 years.

Haywood Village Primary School, that was built as part of this development, is already oversubscribed. The developer (Persimmon) has agreed to deliver a further 630-place primary school with early years facilities to meet the requirements for school places generated by their latest developments.


The North Somerset pupil projection model is projecting that the number of primary aged pupils living in these new dwellings will rise by 396 over the next seven years.

This is in addition to the children already living in the completed dwellings in Haywood Village. By May 2023, 283 children had been born in the BS24 8 postcode area who are due to start school between 2024 and 2027.



3 – Opening Date, Pupil Capacity, PAN, Age Range, Gender and Nursery Provision and Pupil Projections

Opening Date	September 2025.
Type of School	Primary-phase Academy.
Pupil Capacity	<p>210 places increasing to 420 and 630 as demand dictates. The school is planned to be built with twenty-one classrooms and five nursery classrooms. The latter should include some all year round provision for children aged 2 – 4.</p> <p>It will share its site with community leisure facilities.</p>

<p>Site / location (including any maps)/ postcode</p>	
<p>Planned initial PANs, number of forms of entry on opening and expected rate of growth</p>	<p>Initially the school will open from the reception year with a single from of entry (PAN of 30) and grow incrementally.</p> <p>Once there is sufficient demand, in consultation with the Local Authority and in line with the admissions legislation in place at the time, further cohorts will be added to create a 420-place school (PAN of 60) until such time as the full 630-places (PAN of 90) will be on offer.</p> <p>If there is sufficient demand, the Local Authority may ask the school to open with a larger intake group or older year group classes. This will be discussed with other local schools.</p>
<p>Age Range</p>	<p>4-11 years excluding nursery.</p>
<p>Gender</p>	<p>Mixed co-educational.</p>
<p>Nursery Provision</p>	<p>Up to 102 places 2 to 3 (2 x 12 places) and 3 – 4-year-olds (3 x 26). This should be provided by the Academy, although it may be possible for this to be in partnership with a Private Voluntary or Independent (PVI) Early Years Provider.</p> <p>A date for the opening of the early years placements will be agreed with the new sponsor, once announced.</p>

	At least 60% of all early years places should offer all year round provision.
Proposed admission arrangements, including catchment area if applicable	All proposers are required to adhere to arrangements outlined in the DfE School Admissions Code and the School Admissions & Appeals Code issued under the School Standards and Framework Act 1998 and North Somerset Council's Fair Access Protocol .
Community use / shared facilities	<p>The community facilities have a sport focus and consists of: reception space/ office, two studio spaces, accessible toilets, 4 pairs of external changing rooms and official changing rooms to support the floodlit 3G artificial pitch and 4 grass pitches (one of which is floodlit).</p> <p>The community area will have a separate building entrance from the school and allocated parking. The above facilities will be available to the local community from 8am to 10pm, all year round.</p> <p>There will be opportunities to discuss school access to the community facilities, if required, with the community offer provider.</p> <p>A Multi Use Games Area (MUGA) is located at the front of the site and is open at all times for free community use. It is expected that these facilities will be managed independently of the Council by a local organisation for community benefit.</p>
Character/ Ethos of school	It is intended that this will be a school for this local community and its character, ethos and admission arrangements should reflect the needs and aspirations of that community.
Relationship with North Somerset Council and other schools	The Council expects the sponsor to work within a positive partnership with North Somerset Council's Children's Services Directorate and with all local schools and academies to enable services which support families to be available in the locality.
Details of the site/ building, including details of ownership	<p>This school will share its site with the community facilities identified above. Once opened, the Council will enter into a 125-year academy lease with the successful Academy Trust for the school elements of the site.</p> <p>The Council will retain ownership of the community facilities, including the 3G pitch, grass pitches and MUGA.</p> <p>The MAT will be expected to pay all reasonable legal expenses associated with the land transfer.</p>

The Council's latest published pupil projections for the cluster closest to the new homes, submitted to the DfE in July 2022 and subsequently approved, are shown below:

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2021-2025 Year R Pupil Projections sheet)				
WSM East	Net Capacity	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Haywood Village Academy	Academy	390	420	420	420	420	416	418	411	411	407	-26	2	9	9	13
Heron's Moor Academy	Academy	420	420	420	420	420	418	418	418	415	414	2	2	2	5	6
Locking Primary School	Academy	420	420	420	420	420	270	251	230	228	224	150	169	190	192	196
St Anne's Church Academy	Academy	420	420	420	420	420	381	393	375	361	348	39	27	45	59	72
Parklands Educate Together Primary	Academy	210	270	330	390	420	205	265	295	324	338	5	5	-85	-54	52
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	12	25	36	46	0	-12	-25	-36	-46
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	52	104	155	204	0	-52	-104	-155	-204
Group total	0	1,908	2,070	2,100	2,100	2,100	1690	1809	1858	1930	1981	218	261	242	170	119

The schools closest to this new site are: Haywood Village Academy, Locking Primary and Parklands Educate Together Primary Schools.

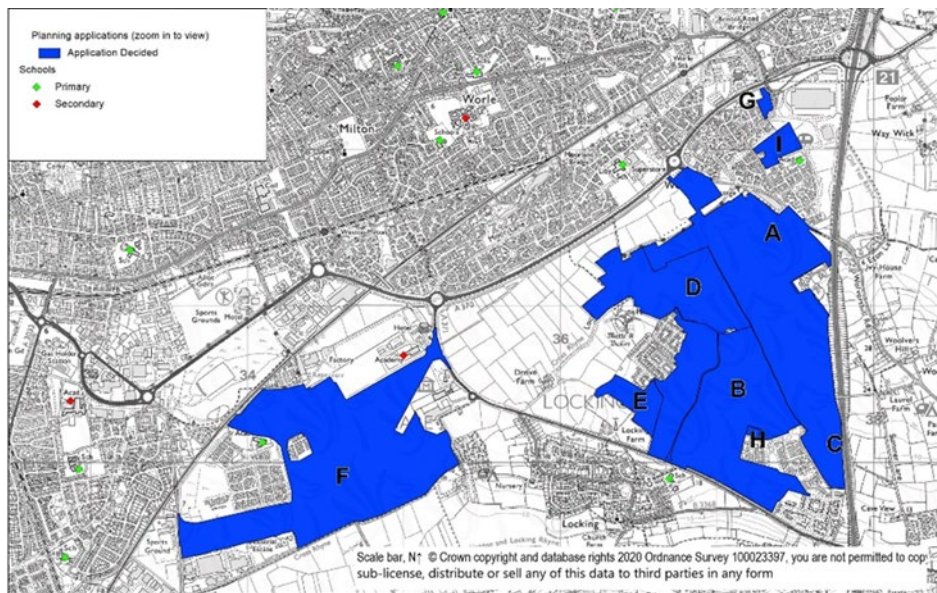
For new reception-aged pupils it shows that, based on current birth and health records, the Weston East cluster would, and does, have a deficit of reception aged pupils by September 2023.

Reception Year (YR) Pupil Projections by cluster	2021				2022				2023				2024				2025*			
	2021 provisional PAN	2021 predicted demand	New housing projected YR	Surplus / deficit	2022 provisional PAN	2022 predicted demand	New housing projected YR	Surplus / deficit	2023 provisional PAN	2023 predicted demand	New housing projected YR	Surplus / deficit	2024 provisional PAN	2024 predicted demand	New housing projected YR	Surplus / deficit	2025 provisional PAN	2025 predicted demand	New housing projected YR	Surplus / deficit
Weston Cer	225	179	0	46	225	173	0	52	225	189	0	36	225	180	0	45	225	186	0	39
Weston East	300	239	0	61	300	246	16	38	300	279	32	-11	300	244	46	10	300	263	58	-21
Weston Nor	465	329	0	136	465	320	0	145	465	312	0	153	465	294	0	171	465	305	0	160
Weston Sot	225	187	0	38	225	164	3	58	225	173	3	49	225	159	4	62	225	167	4	54
Total	1,215	934	0	281	1,215	903	19	293	1,215	953	35	227	1,215	877	50	288	1,215	921	62	232
A surplus of 5 and below pupils are shown in a red highlighted box with black text. A deficit of pupils is shown with a red highlighted box and red text.																				

On-time first preference applications for reception places and offers made for the three closest schools for places in September 2023 were as below:

	PAN	1 st preference Applications received by national closing date	Offers made for 1 September 2023	Difference of 1 st preferences vs. PAN
Haywood Village Academy	60	87	60	-27
Locking Primary School	60	49	57	11
Parklands Educate Together Primary School	60	46	50	14
Totals	180	182	167	-2

The new homes in the cluster will continue to be delivered as shown by the new development areas A – I below:



Map Ref	Weston East	Permission Date	Site	Location	No. of dwell.	No with full permission	Properties occupied
A	12/P/1266/OT2	08/04/2015	Land South of Churchland Way, Wolvershill Road Banwell	Parklands	1150	450	107
B	13/P/0997/OT2	17/07/2015	Locking Parklands, Locking Moor Road, Locking	Parklands	1200	294	243
C	16/P/2744/OT2	27/10/2017	Land off Wolvershill Road/Churchlands Way (Parklands Village)	Parklands	250	88	15
D	16/P/2758/RG4	12/01/2018	Land to the South of Locking Head Drove Locking	Parklands	700	0	0
E	16/P/1881/OT2	17/01/2018	Land West of Locking Parklands Parklands Village Locking	Parklands	300	248	47
F	12/P/1510/OT2	17/01/2018	Former Weston Airfield Winterstoke Road WsM (Phase 2)	Haywood	1650	729	142
G	17/P/0752/F	08/02/2019	Land North Of Wilson Gardens / Scot Elm Drive West Wick	West Wick	49	49	49
H	18/P/3175/FUL	01/04/2019	Phase 3A, Locking Parklands Cranwell Road Locking	Parklands	36	36	35
I	19/P/0413/FUL	31/10/2019	West Acre Caravan Park West Acres Farm Wolvershill Road	West Wick	125	125	41
Total					5460	2019	679

As of September 2023, the schools within a walking distance for the new school site were as below, where red shows the school is full, amber that there are a few spare places and white shows a reasonable number of spare places.

School (within safe 2 mile walking distance)	Walking distance (miles)	R	1	2	3	4	5	6
Haywood Village Academy	0.19	60/60	61/60	61/60	62/60	60/60	60/60	61/60
Bournville Primary School	1.11	60/60	60/60	57/60	60/60	60/60	60/60	60/60
Oldmixon Primary School	1.24	30/30	30/30	30/30	30/30	30/30	30/30	30/30
Windwhistle Primary School	1.36	40/60	37/60	42/60	60/60	49/60	34/32	50/60
Milton Park Primary School	1.85	48/60	33/45	41/60	60/60	54/60	60/60	60/60
Ashcombe Primary School	1.93	90/90	90/90	90/90	90/90	90/90	90/90	91/90

The above table tells us that Haywood Village Academy is full and has no spare places in any year groups, Bournville Primary School has a small number of available

places in the Year 2 cohort, Oldmixon Primary School is full in all year groups, Windwhistle Primary School has places available in all year groups, with the exception of Year 3 and 5, Milton Park Primary School has spaces in most year groups and Ashcombe Primary School is full in all year groups.

4 - North Somerset Primary Performance

At the end of Key Stage 2 in 2023, 59% of North Somerset primary school pupils met the expected standard in Reading, Writing and Maths and 5.9% reached the higher standard. 19.2% of pupils with SEND, 5.6% with an EHCP, 35.4% of disadvantaged pupils and 14.3% of Children in Care met the expected standard.

The overall rate of absence was almost 5.5% and persistent absence was nearly 10%. 18.7% of pupils were eligible for free school meals at any one time during the past 6 years. 8.4% of pupils had English as an additional language and 2.5% of pupils had an Education Health Care (EHC) plan. Currently, all children in receipt of Top Up Funding are being assessed for an EHCP.

5 – Education Provision including Special Education Needs

The Council expects the successful sponsor to enable the full participation of all learners in the local area for whom mainstream education is considered appropriate.

There are three key strategies that the successful sponsor should be aware of. The Education Strategy underpins much of the work that needs to happen for covid recovery in schools. It is essential that there is a focus on rapidly raising outcomes for the disadvantaged in order to promptly close the gap. As well as being responsible for raising academic outcomes for all children, schools will be developing relational- based pedagogical practices which seek to respond to emerging need so that all children want to come to school to access learning. The SEND strategy sets out the need for schools to increase attendance and raise outcomes for SEND children and young people, as well as rapidly reducing suspensions and exclusions for this group of children. We know that the lived experience of the child is a key metric in measuring success and the successful sponsor will be mindful of this. In addition, with increased SEND need, it is expected that the successful sponsor will be committed to meeting the needs – both diagnosed and undiagnosed – of SEND children in their mainstream setting. It is a clear expectation that SEND children with a variety of needs thrive and prosper in a mainstream environment. In addition, the successful sponsor should be mindful of the EYFS strategy which places a key focus on early identification and levelling up in a timely manner. Strong transition between EYFS and reception, as well as at Year 6 transition to secondary, is beneficial for all children and especially those with SEND and who are disadvantaged.

6 - Community Use / Shared Facilities

The Council recognises the need to ensure new housing developments provide their developing communities with sport, leisure and community facilities. These will offer a range of opportunities to participate in local activities and provide a location to support the enhancement of community cohesion.

There will be opportunities for the school sponsor to work alongside those providing activities for the local community. The Council expects the sponsor to work positively with the managing agent for these adjoining facilities.

The Council would encourage the sponsor to open up its school facilities, such as the school hall, to the local community to use outside of school hours. Having early years facilities on site also enhances the possibilities for the school to run before and after school and holiday clubs.

Schools play an important role in the community and this, alongside the community offer, can provide a strong focal point for the local residents, both those involved and not involved with the school.

7 - Catchment Area

No catchment area is being proposed by the Local Authority, although the Council will expect the allocation of places to local pupils on a 'nearest to school' basis to be a high criterion. It is expected that school places will be allocated in accordance with the requirements of the [School Admissions Code](#). All children whose Education, Health and Care (EHC) plan names the school must be admitted. The school must have oversubscription criteria for each 'relevant age group' and the highest priority must be given to Looked After Children and all Previously Looked After Children.

8 - Proposed Admission Arrangements

All proposers are required to adhere to arrangements outlined in the DfE [School Admissions Code](#) and the [School Admissions & Appeals Code](#) issued under the [School Standards and Framework Act 1998](#) and North Somerset Council's [Fair Access Protocol](#). The admission number for the Intake year (Reception) will be 30 places at the time of opening in September 2025, unless there is significant extra demand requiring additional allocations to be made that will not adversely impact on other local schools. Places will increase in line with demand and as per the guidance and processes at the time the change is required. Within North Somerset, all new school provision is expected to grow incrementally, unless there is sufficient demand to do otherwise.

9 - Transport Arrangements

In accordance with the Council's [Home to School Transport policy](#) help (assessed on a case by case basis), is provided from North Somerset Council with transport for children who:

- are aged up to eight years-old and live further than two miles from their nearest school by the shortest walking route
- are aged eight and above and live further than three miles from their nearest school by the shortest walking route
- need to use a route that has been classed as dangerous
- have certain medical conditions, disabilities or a statement of complex needs.

The new school sponsor is expected to establish a travel plan on Modeshift STARS <https://modeshiftstars.org/education/> and promote active and sustainable travel to the school site.

The school car park will be for use by staff and visitors only and staff will be expected to adopt sustainable travel routes to school where practicable.

10 - Character / Ethos of the School

Schools, academies and other educational settings have a major impact on the lives of the pupils they serve. They also make a significant contribution to achieving the Council's vision for North Somerset which is laid out in North Somerset's Corporate Plan - [North Somerset Corporate Plan 2020-2024 \(n-somerset.gov.uk\)](https://n-somerset.gov.uk/corporate-plan/)

Our vision is to have 'An open, fairer, greener North Somerset'. Our priorities are to have:

- *A thriving and sustainable place*
 - *A great place for people to live, work and visit*
 - *Welcoming, safe and clean neighbourhoods*
 - *To be a carbon neutral council and area by 2030*
 - *A transport network which promotes active, accessible and low carbon travel*
 - *An attractive and vibrant place for business investment and sustainable growth*
 - *A broad range of new homes to meet our growing need, with an emphasis on quality and affordability*
- *A council which empowers and cares about people*
 - *A commitment to protect the most vulnerable people in our communities*
 - *An approach which enables young people and adults to lead independent and fulfilling lives*
 - *A focus on tackling inequalities and improving outcomes*
 - *Partnerships which enhance skills, learning and employment opportunities*
 - *A collaborative way of working with partners and families to support children achieve their full potential*
- *An open and enabling organisation*
 - *Engage with and empower our communities*
 - *Empower our staff and encourage continuous improvement and innovation*

- *Manage our resources and invest wisely*
- *Embrace new and emerging technology*
- *Make the best use of our data and information*
- *Provide professional, efficient and effective services*
- *Collaborate with partners to deliver the best outcomes*

The school place planning principles to support these outcomes are:

- To support the aspiration of ‘Local schools for Local Children’ – children should be able to attend a local school that enables them to achieve their potential close to where they live irrespective of their starting point or level of need. SEND children and those who are disadvantaged should have the chance to thrive and succeed to the same extent as their peers.
- The belief that every child should have access to a good or outstanding school in a safe environment – all students should have access to the best education possible. This includes access to a broad and balanced curriculum with rich extracurricular opportunities, accessible and affordable across the board.
- To improve the outcomes of all children under 5 – closing of the gaps between groups with the poorest outcomes and the rest by ensuring the appropriate intervention, through timely identification of need. This will ensure equality of opportunity and access to strong early years provision.
- The expectation that all schools, colleges or other education and training providers in North Somerset will welcome and provide effectively for all children –no child should be refused a place unless there are significant educational reasons to do so.
- Moral purpose – we will all work together and accept our joint collective responsibility to ensure that every child can reach their full potential and make a full contribution to society.

We know that one of the lasting impacts of the pandemic is poor mental health across all areas of the population. This can be particularly prevalent in our children and young people in schools. The sponsor will need to demonstrate how they are going to prioritise the mental health of their communities. As a Local Authority, we have support available that schools can access to train their staff and support their children and young people. We would anticipate a strong positive engagement with this.

The successful sponsor will demonstrate how the character and ethos of the school supports the Council’s vision, outcomes and principles.

11 - Equalities Impact Analysis

The successful sponsor is required to demonstrate their commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment. This includes ensuring that the pedagogy and practice used is ambitious and broad for all pupils within a curriculum of nurture and trauma informed practice.

The successful sponsor will have an awareness of the increase in SEMH both locally and nationally and will be mindful of the pastoral structures needed to best support children and young people. As part of this approach, it is anticipated that strong, positive relationships with parents, the wider community and the relevant health professionals will be prioritised and nurtured in order to support the mental health of all children and young people.

The school will be built to DfE Building Bulletins 99 and 103 requirements for primary schools. It will be physically accessible for disabled users including staff, pupils and visitors.

No negative impact was identified in the Equalities Impact Assessment for the proposed new school.

12 – Process for determining the right sponsor

This Expression of Interest (EOI) will open on **11 September 2023 and will close to sponsors on 11 December 2023**. During this time sponsors are welcome to meet with Local Authority representatives to seek clarity on the information contained in the specification, although no direct support in making an application will be given.

In addition to the initial written application, those who are taken through to the interview stage will be asked to prepare a presentation and answer questions in relation to the new school and their application.

Submitted applications will be scored against the [scoring matrix](#) and the final Local Authority recommendation will be based on the three elements shown below with the overall contribution making up the final score:

• Written submission	50%
• Interview Presentation	30%
• Interview questions	<u>20%</u>
	100%

The six criteria within each category were scored using the scale of:

• Not met	0
• Satisfactory	1 – 3
• Good	4 – 6
• Outstanding	7 – 9

The [application form](#) and [scoring matrix](#) are available on the Council's website. The Department for Education will also advertise this EOI widely.

Once the preferred bidder recommendation is submitted to the DfE, the DfE will also assess the application and it is the DfE that will make the final sponsor determination. The Local Authority is not permitted to notify any Trust of their preferred applicant.

The Regional Department for Education (DfE) for the South West, 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 Regional DfE will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

Successful and unsuccessful applicants can ask the Local Authority for feedback at the end of the process. A timeline is included in Appendix 1.

If you would like further information or wish to discuss your application, please contact:

Sally Varley (she/her)

Head of Strategic Place Planning, Capital Programmes and School
Organisation/Admissions Service

Education Partnerships ~ Children's Services
North Somerset Council

Tel: 01275 884857 or 07917 587280

E-Mail: Sally.Varley@n-somerset.gov.uk

Please return your completed form to School.Organisation@n-somerset.gov.uk and send two paper copies FAO Sally Varley to North Somerset Council, to Castlewood, Tickenham Road, Clevedon, UK BS21 6FW.

Section C – Vision

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum, please ensure you include the following:

- A strong educational vision and a curriculum delivery based on high standards of attainment for each key stage.

- A curriculum offer that is broad and balanced and that meets all statutory duties.
- A calendar of school improvement which seeks to review pedagogy and practice on a regular basis, acknowledging strengths as well as setting targets for improvement.
- Plans for appropriate engagement with the local community, other schools and parents during the pre-opening period alongside any on-going engagement.
- Your vision and ethos of welcoming SEND and vulnerable children from the local and the wider area to be admitted to the school with reference to the ability to make reasonable adjustments as appropriate.
- Your proven record on enabling the full participation of all learners within the full broad and balanced curriculum and ensuring that the needs of the most vulnerable learners are met.
- A full programme of enrichment and extended services for all pupils with an emphasis on those with SEND and who are disadvantage or vulnerable.
- Details of existing excellent support facilities to meet the needs of all children, including looked after children, those with Special Educational Needs and who are disadvantaged, etc.
- A commitment to excellent outcomes and a high quality of teaching and learning.
- Aspirations for community joint working to provide positive opportunities for all stakeholders.
- An inspiring, aspirational, clear and succinct vision, clearly showing what the school's ethos and key features will be.
- A clear vision for learning and teaching including showing how success will be measured and communicated to parents on a regular basis.
- A clear commitment to partnership working with parents and other key multi agencies that support a child's development in their Early Years and beyond.
- Proposals for an accessible Early Years unit which will promote an outdoor learning environment to include children with SEND and additional needs.
- A strategic plan for recruiting and retaining high quality staff in all areas, incusing EYFS staff, with a key focus on developing practitioners.

Section D - Education Plan

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

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 is in line with national guidelines, indicating the statutory elements.
- Curriculum tables and pupil build-up charts.
- Strategies for measuring pupil performance effectively and setting challenging targets.
- A flexible staffing structure that will deliver the planned curriculum for the 21st

century within the expected income levels; with a focus on outstanding teaching (including strategies for effective performance management). This could also include an organogram and staff build up chart.

- How the needs of all children are fully provided for and how the school will be fully inclusive. This will include details, within the curriculum, of the delivery of nurture and trauma informed practice that will be embedded as part of all teachers' pedagogy and practice and an integral part of ongoing all-staff CPD.
- Details of enrichment and extended services, for example, breakfast clubs, holiday activities, sports clubs, homework clubs and music/art clubs.
- The school's approach to: PHSE; Religious Education: 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).
- Your strategies for measuring and tracking pupil performance effectively and setting challenging and aspirational targets that will engage, inspire and motivate pupils and staff so that they achieve the highest possible standards and outcomes.
- Whole staff training plans to meet the above.

Applicants must explain how they will:

- Engage with, inspire and motivate their pupils and staff so that they achieve the highest possible standards and outcomes.
- Enable the full participation of all learners.
- Ensure that the needs of our most vulnerable learners are met.

Early Years

Applicants must be able to:

- Provide your vision and ethos statements that shows continuity between EYFS and KS1 based on a child-centred approach.
- Show how you involve parents in your education delivery and how you share your learning outcomes effectively with parents and carers.
- How you plan and deliver home visits for new starters.
- How you recruit high quality staff with a passion and commitment to EYFS curriculum which ensures independent and stimulating learning.
- How you deliver effective Equal Opportunities policies which allow learning for SEND and vulnerable groups in both indoor and outdoor learning environments.
- Provide a high-quality curriculum plan that follows the Early Years Foundation Stage statutory guidance, and characteristics of effective learning.
- Provide a robust business plan for early years that includes offering the early years entitlement for 2-, 3- and 4-year-olds and the extended 30 hour entitlement for eligible 3 and 4 year olds.
- Outline policies and procedures that meet the requirements of the [EYFS](#).

- Promote outstanding learning and teaching, safeguarding and knowledge of child development through continuous professional development and support.
- Demonstrate strategies for partnership working with parents and other key multi agency professionals that support a child's development in their Early Years.

Section E - Capacity and Capability

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum please ensure you include the following:

- The resources you would draw on and/or deploy to support the development of the new 210-place free school growing to a 420 and 630-place school to open in September 2025.
- Clear evidence that you have the range of skills and abilities necessary to set up and then run a school effectively, including: managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety.
- Clear evidence that you will be able to run the school during its period of growth without the need to seek extra resources through formula or other local revenue allocations.
- How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures.
- Demonstration that you have the capacity and capability to deliver the new school, based on a proven record of delivering successful schools either independently or alongside other recognised stakeholder partners.
- A commitment to provide local school places, with particular regard to meeting the needs of potential residents from any new development.
- A commitment to working in partnership with other local schools, to not promote or encourage a large-scale relocation of existing pupils from another site.
- A commitment to working in partnership with the Council, attending Council meetings on request to report on the progress.

Section F - Funding and Costs

The school is being delivered by a local developer (Persimmon plc) as part of a s106 agreement with the Council. Early draft plans for the school buildings can be seen as part of Planning Permission 12/P/1510/OT2 <https://planning.n-somerset.gov.uk/online-applications/applicationDetails.do?activeTab=summary&keyVal=ZZZXGYLPJV740>

The land will be in the ownership of the Council and transferred to the Academy Trust

by a 125-year lease at opening. The successful sponsor will cover all reasonable costs in relation to the transfer of land. The successful sponsor will provide inclusive and improving education that can be proven to be financially viable and deliver value for money. Fixtures and Fittings and ICT costs are usually funded as part of the capital project in the region of £5-10k per class base. These costs are kept under review dependent on the overall capital scheme and affordability. Once appointed, the successful sponsor will be encouraged to work with the Council and the developer to deliver the school site.

Revenue Funding

Local authorities are expected to work with selected proposers (MAT Trusts) to agree a reasonable and mutually acceptable funding allocation to cover pre- and post-opening costs. The current Growth Policy as agreed by North Somerset's Strategic Schools Forum is available on [Support Services for Education](#) under Schools Delegated Budget Share or Support Services for Education . Pre-opening costs are considered on a case-by-case basis but are likely to be c£40k.

The DfE currently provides a one-off payment of £25,000 to the successful proposer for the legal costs associated with establishing a new free school through this route. Upon opening, the school will be funded by the Education Funding Agency on the same basis as other academies and free schools in the North Somerset local authority area.

There is no pre-opening funding for Early Years. Revenue Funding, once the school is open, will be in accordance with DfE regulations.

Financial Assessment

The sponsor will need to demonstrate that they are financially viable. They will be expected to fully finance the successful operation of the school, including staffing, even if there are initially small pupil numbers whilst the school establishes itself.

Potential sponsors must provide 2 years of company financial accounts spanning a 3-year period. If a trust cannot provide the above (i.e. they have not been running in excess of a year), they should contact the Council who will confirm the alternative means of financial information that will need to be provided. The financial assessment analysis will look at balance sheet and profit or loss ratios to analyse the financial position of an entity. It will also compare industry averages and analyses trends of ratios over a 3-year period. Trends that improve over a period of time are scored higher than those that do not improve.

Section G - Impact and Equalities Assessments

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 protected characteristics.

The [Academies Act 2010](#) section 9 and section 149 of the [Equality Act 2010](#) requires local authorities to assess the potential impact of any new school on existing education provision and to also consider whether the new school would impact on any other groups with “protected characteristics”: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation. The Equalities Impact Assessment identified no negative impacts on these groups.

The creation of new homes means that demand now exceeds supply within the new development area and, as seen by the latest new intake figures, the opening of this school will happen when there are more pupils living within Haywood Village than available primary school places. Whilst projection methodology is not an exact science, the developer on the Haywood Village site has continued with a robust delivery of their homes and, currently, there are no indications this will change in the near future.

Other local schools may oppose or seek to stall the opening of the new school stating that they may have benefited from the supply of pupils from new developments. The Council, in keeping to its policy of local school for local children, and to support our commitment to be carbon neutral by 2030, is committed to having local schools for large new development areas. It will also not suggest opening a school when another may become unsustainable as this will have a significant impact on that community.

Other schools and academies that are some distance from the new provision may be required to reduce their capacities down to reflect the cyclical rise and fall in births that can come from national increases and decreases in birth rates to remain sustainable within the geographical areas that they serve. This has been the case in the past for some of the schools locally that have changed their Planned Admission Levels to reflect local increases and decreases in demand. There are two schools that could be impacted by the opening of this new provision. One is in the neighbouring area of residential growth and will attract from new homes in its development. Another, in a nearby village, had increased its capacity to meet demand from the new housing prior to the new development schools being provided. It may need to consider adjusting its admission levels to better match demand from its village residents. It's sustainability as a school should continue to be supportable from its own catchment area, noting that demand without admissions from the new development areas will be lower than if pupils from the Haywood Village area were to travel out of catchment to this school.

There is an expectation that the potential sponsor will provide evidence of their commitment to meeting the relevant legislation. The new school sponsor will be

expected to work in partnership with other local schools and open on a phased basis to discourage the large-scale relocation of existing pupils.

The new school will open with an initial Published Admission Number (PAN) of 30 Reception pupils unless there is significant demand that necessitates a larger intake that will not be detrimental to other local schools. In subsequent years the school will have an intake of 30 Reception pupils (or increasing numbers to a PAN of 60 and 90 depending on demand). It is expected that after seven years the school will have pupils in all seven primary year groups (Reception to Year 6), unless local demand requires admissions into higher cohorts, and this is agreed with the Council and the Trust. The new school layout and core infrastructure has been designed in such a way that if future demand dictates, it can be expanded from a 30 to 60 and a 90 intake.

An EIA assessment was undertaken prior to the start of this process. Under section 149 of the Equality Act 2010 the School has the following public sector equality duties:

- I. Eliminate discrimination, harassment, victimisation, and other conduct prohibited by the Act.
- II. Advance equality of opportunity between people who share a protected characteristic and those who do not.
- III. Foster good relations between people who share a protected characteristic and those who do not.

In planning the delivery of a new school, the Expansion Group considered the impact this could have on a range of equality groups including age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and marriage or civil partnership. These groups are described as 'protected characteristics' in the Equality Act 2010.

In summary, initial thoughts if the proposal were to go ahead, were that the impact on the protected groups overall will be positive.

Protected Characteristic Groups	Impact: High (H) Medium (M) Low (L) or Not Applicable (N)	
Disabled people	H	There will be easy access to the school from within a growing new community
People from different ethnic groups	N	The school is available to pupils from all ethnic groups
Men and women	N	The school is available to girls and boys
Lesbian, gay, or bisexual People	N	The school would be available to staff and pupils, irrespective of their identification
People on a low income	M	There would be easy access to the school from within a growing new community
People in certain age groups	M	The school is available to pupils aged 3 - 11
People in particular faith groups	N	There are no requirements for this to be a faith school
Transgender people	N	The school would be available to all, irrespective of their identification
People who are married or in a civil partnership	N	N/A to pupils aged 3 - 11
Women who are pregnant or on maternity leave	N	The design should allow for spaces for staff in this category

The needs of Service Personnel will also need to be considered in relation to recent Armed Forces Covenant Legislation whilst also ensuring compliance with the School Admissions Code.

The EIA will be reviewed a year after implementation (if approved).

Section H – FURTHER DETAILS AND APPLICATION FORM

Further reading and useful information can be found in Appendix 2.

As outlined in section B above, the completed application form and supporting information is to be received no later than **noon on Monday 11 December 2023**. Applications received after the deadline, on the incorrect form or incomplete will NOT be considered for evaluation.

Whilst it is recognised the Secretary of State is the Decision Maker, the Local Authority will review all submissions during January 2024 and will assess them against the scoring matrix – Appendix 4.

Interviews for short listed sponsors will take place in the week commencing **19 February 2024**. All expressions of interest and preferred bidder information will be submitted to the DfE during March 2024. The Regional Department for Education South West, 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 RSC will inform the local authority and the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

It is hoped the outcome will be announced by July 2024.

A timetable for this expression of interest is listed in Appendix 1.

APPENDICIES

Appendix 1 – Expression of Interest Timetable

Statutory Sponsor Process	
<i>Action:</i>	<i>Date:</i>
Expressions of Interest Circulated	19 September 2023
Closing Date	Noon, 11 December 2023
Papers reviewed	January 2024
Interviews take place	w/c 19 February 2024
Internal Reporting Protocols	March 2024
All Expressions of Interest and preferred bidder submitted to DfE	March 2024
DfE Outcome announced	By July 2024 (dependent on the DfE)

Appendix 2 – Useful Information

<https://www.n-somerset.gov.uk/>

[Education Provision in North Somerset - A Commissioning Strategy 2021-2024 \(n-somerset.gov.uk\)](#)

[North Somerset Pupil Projections](#)

[Home to School Transport policy](#)

<https://travelwest.info/schools>

<https://modeshiftstars.org/>

[Corporate Plan](#)

[Support Services for Education](#)

[School Admissions Code](#)

[School Admissions & Appeals Code](#)

[School Standards and Framework Act 1998](#)

[Fair Access Protocol](#)

[EYFS](#)

[Planning portal](#)

NB: the local authority led free school presumption is a different route to the DfE's free school programme.

<https://www.gov.uk/guidance/sponsor-an-academy>

<https://www.gov.uk/government/publications/academy-sponsor-contact-list>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499883/Annex_C - model criteria for local authorities and proposers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499883/Annex_C_-_model_criteria_for_local_authorities_and_proposers.pdf)

[Equality Act 2010 and Schools](#)

[Equality Act 2010 Guidance](#)

[Academies Act 2010](#)

Appendix 3 (separate document)

Application Form

Appendix 4 (separate document)

Scoring Matrix

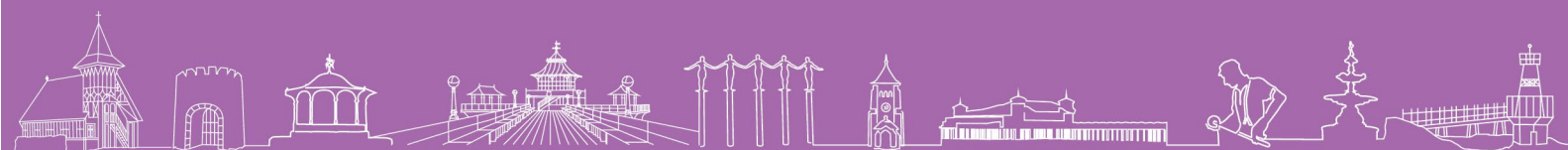
A New Primary School At Hayward Village, Weston-super-Mare, North Somerset

Application Form



Closing date for submission of bids: Noon Monday 11 December 2023

Please note, it is the sponsor's responsibility to check on-line regularly for any additional information provided by North Somerset Council during this process.



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Overview

This proposal is in relation to a new primary school at Haywood Village, Weston-super-Mare, North Somerset, to open in September 2025.

This application form should be used, in conjunction with the published specification for the new school and the 'free school presumption' advice (see: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499883/Annex_C_-_model_criteria_for_local_authorities_and_proposers.pdf

to apply for a new school via the presumption route, i.e. where a local authority has identified the need for a new school and must in the first instance seek proposals for an academy (free school). You should use this form to provide all the necessary information and evidence for your proposal with supporting documentation. You are advised to complete the application using the DfE model criteria as guidance.

North Somerset will expect the winning sponsor to be a member of a successful Academy Trust that supports other good/outstanding schools and demonstrates a robust financial standing to support the opening of this school.

If you would like further information or wish to discuss your application, please contact North Somerset using the contact details set out in the Background information and school specification.

Please Note: Once proposals are submitted to the Department for Education the information provided may be subject to publication or disclosure in accordance with the Freedom of Information Act 2000

Section A – APPLICANT DETAILS

1 – Name of Organisation

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2 – Contact Details

Name:	
Email:	
Tel No:	
Postal Address:	

3 - How would you describe your organisation?

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4 - Do you currently run any existing schools, academies or free schools?

- If so, please give details, including the most recent Ofsted and attainment data for each

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5 - Did you put this application together with support from another company or organisation?

- And if so, please provide details about this organisation

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6 – Name of the person who will be in charge of the school during the pre-opening period and attach their CV

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Section B – THE SCHOOL

Please explain how your organisation's knowledge and experience of the local area would be used to inform your plans to establish this particular school.

Section C –VISION

Please explain your vision for the proposed school and how it meets the requirements in the published specification, incorporating in your responses the requirements as listed in the DfE Free school presumption: Annex C guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499883/Annex_C_-_model_criteria_for_local_authorities_and_proposers.pdf

Section D – EDUCATION PLAN

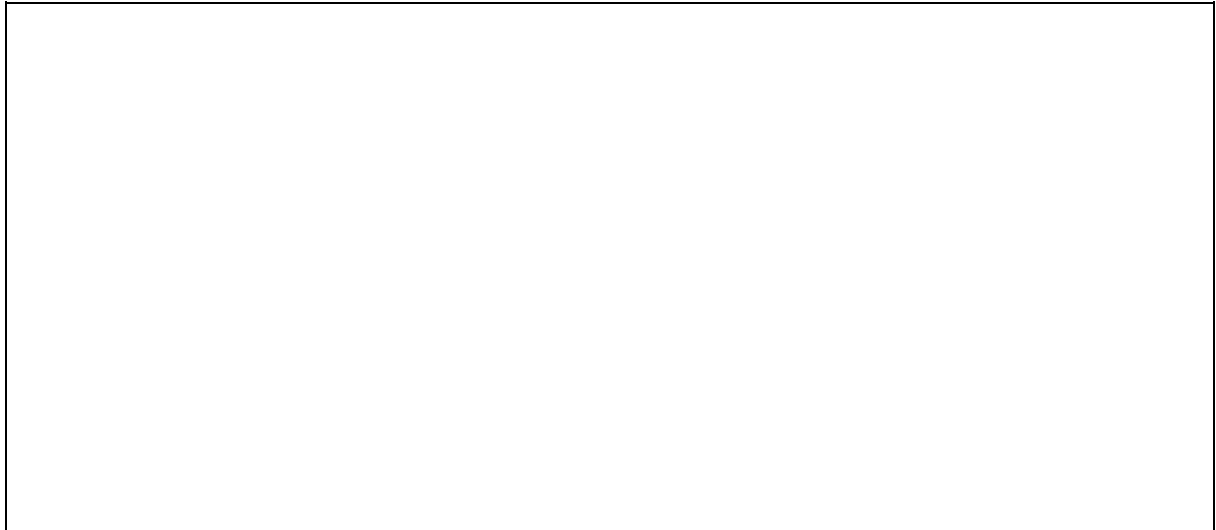
Please explain how your educational offer/curriculum plan meets the requirements in the published specification, incorporating in your responses the requirements as listed in the DfE Free school presumption: Annex C guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499883/Annex_C_-_model_criteria_for_local_authorities_and_proposers.pdf

1 – Curriculum

2 - Measuring Pupil Performance

3 - Staffing Structure



4 - Ensuring Inclusivity



5 – Early Years Provision

Section E – CAPACITY AND CAPABILITY

Please explain and provide evidence of how your organisation would meet the requirements in the published specification, incorporating in your responses the requirements as listed in the DfE Free school presumption: Annex C guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499883/Annex_C_-_model_criteria_for_local_authorities_and_proposers.pdf

1 - Necessary experience and credentials to deliver the school to opening

2 - Governance Structure

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Section F – FUNDING AND COSTS

Confirmation that the Proposer will be able to meet the criteria and deliver the school within the costs and timescale stated.

Please provide 2 years of company financial accounts spanning 3 years. If the Trust cannot provide the above information (i.e. it has not been trading for more than 1 year) we may accept an alternative means of financial data providing similarly robust data. Please see specification for more information.

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Section G – IMPACT AND EQUALITIES

Please explain and provide evidence of how your organisation would demonstrate a commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment for all students and staff with a commitment to engage and support protected characteristic groups

DECLARATION

I declare I have the authority to sign on behalf of the organisation I am representing.

The information provided above is correct at the time of submission.

I am content that the information contained in this application and any supporting paperwork will be shared with members of North Somerset Council, independent auditors, and officers within the DfE and the RSC.

I accept on behalf of the organisation I represent the short-listing outcomes and the final decision of the RSC.

I accept that, if required, only high-level feedback will be provided.

Signed:

Print name:

Position in Organisation:

Date:

Completed applications are to be sent electronically and two copies in paper form following the structure of this application form to be received **no later than noon on Monday 11 December 2023**.

Please return your completed form to School.Organisation@n-somerset.gov.uk and send two paper copies FAO Sally Varley, North Somerset Council, Castlewood, Tickenham Road, Clevedon, UK BS21 6FW.

E-Mail: school.organisation@n-somerset.gov.uk

North Somerset Expression of Interest response evaluation matrix				Sponsor Name:	Total Score	0
Section	Criteria	Satisfactory (1-3)	Good (4-6)	Outstanding (7-9)	Score	
A	Organisation's knowledge and experience of the local area in relation to their plans to establish this particular school	<ul style="list-style-type: none">• Visited the local area and site, with a general understanding of the Haywood Village community• Understands how to write and manage an ongoing travel plan which responds to the particular needs of a site by identifying travel issues and solutions and delivers a range of initiatives which promote various forms of sustainable travel and road safety.• Has a commitment to engage with the Modeshift STARS cycle in order to achieve accreditation at bronze level from the DfT's national travel awards for the new school site in Haywood Village.• Is aware of and knowledgeable of the skills required to navigate a competitive and political environment.• Is aware of other local schools in the area and their pupil place needs	<ul style="list-style-type: none">• Visited the local site and has a good understanding of the local area. Has researched local, sociodemographic and educational information• Inclusion of a current example of an ongoing travel plan which responds to the particular needs of a site by identifying travel issues and solutions and delivers a range of initiatives which promote various forms of sustainable travel and road safety.• A commitment to engage with the Modeshift STARS cycle in order to achieve accreditation at silver level from the DfT's national travel awards for the new school site in Haywood Village.• Have some experience of the skills required to navigate a competitive and political environment, with evidence of positive outcomes.• Has some experience of working with other local schools in the area and a willingness to work with them to manage pupil place needs	<ul style="list-style-type: none">• Has visited the local area and site, has an excellent understanding of the local area and socio-demographic and educational information• References to local services to support families in the locality and community facilities are provided• Evidence of meeting with the local community and an understanding of their aspirations of the new school• Inclusion of multiple current examples of ongoing travel plans which successfully responds to the particular needs of sites by identifying travel issues and solutions and delivers a range of initiatives which promote various forms of sustainable travel and road safety.• A commitment to engage with the Modeshift STARS cycle in order to achieve accreditation at gold level from the DfT's national travel awards for the new school site in Haywood Village.• Highly competent with the skills required to navigate a competitive and political environment.• Has considerable experience of working with other local schools in the area and will be proactive in working with them to manage pupil place needs		
B	Sponsor's vision and how it meets the requirements in the published specification.	<ul style="list-style-type: none">• A clear vision for learning and teaching, and show how success will be measured• A clear commitment to partnership working with parents and other key multi agencies including supporting a child's development in their early years• Explanation of how the school will engage with, inspire and motivate its pupils and staff so that they achieve the highest possible standards and outcomes• Explanation of how full participation of all learners will be enabled	<ul style="list-style-type: none">• An inspiring, aspirational, clear and succinct vision, clearly showing what the school's ethos and key features will be• Aspirations for community joint working to provide positive opportunities for all stakeholders• Examples of success measuring techniques• Examples of sponsor engaging, inspiring and motivating pupils and staff• Examples of full participation	<ul style="list-style-type: none">• A creative and innovative vision that will enhance education within the community• Case studies showing positive impact of the:<ul style="list-style-type: none">- successful community joint working which provides positive opportunities for stakeholders- teaching and learning success- achieving high standards and outcomes- positive impact of full participation• Letters of support from partners		
C	How educational offer/curriculum plan meets the requirements in the specification	<p>Curriculum:</p> <ul style="list-style-type: none">• An operational plan that covers the key areas to deliver provision and outcomes• Within the curriculum the following areas are noted - PHSE, PREVENT, safeguarding and welfare and British values <p>Measuring Performance:</p> <ul style="list-style-type: none">• Strategies for measuring pupil performance are identified• Pupils and Staff are engaged and motivated to achieve national standards and outcomes <p>Staffing Structure:</p> <ul style="list-style-type: none">• A structure that will deliver the planned curriculum within the expected income levels <p>Ensuring Inclusivity:</p> <ul style="list-style-type: none">• A vision of welcoming SEND and vulnerable children from the local area to be admitted to school• A provision that enables the full participation of all learners• A programme of enrichment and extended services for all pupils <p>An awareness of Nurture and the benefits of this within a whole-school approach</p> <p>Early Years:</p> <ul style="list-style-type: none">• A Vision Statement that shows continuity between EY and KS1• Plans for involving parents in the learning, and effective communications with parents and carers• The recruitment of quality staff with the commitment to EYFS curriculum• An equal opportunities policy which allows learning for SEND groups	<p>Curriculum:</p> <ul style="list-style-type: none">• A broad and balance curriculum plan in line with national guidance• Within the curriculum the following areas are taught - PHSE, PREVENT, safeguarding and welfare and British values <p>Measuring Performance:</p> <ul style="list-style-type: none">• Effective strategies for measuring pupil performance and setting challenging targets• Pupils and staff are engaged and motivated to achieve good standards and outcomes <p>Staffing Structure:</p> <ul style="list-style-type: none">• A structure that that will deliver a broad and balanced curriculum within the expected income levels leading to good teaching <p>Ensuring Inclusivity:</p> <ul style="list-style-type: none">• A vision of welcoming SEND and vulnerable children from the local and the wider area to be admitted to the school• The enabling of the full participation of all learners within the full broad and balanced curriculum• A programme of enrichment and extended services for all pupils with an emphasis on those with SEND• Has introduced Nurture and the benefits of this within a whole-school approach <p>Early Years:</p> <ul style="list-style-type: none">• A vision and ethos statement that shows continuity between EY and KS1• Plans for the involvement of parents in the learning, effective communication with parents and carers and home visits for new starters• The recruitment of quality staff with the commitment to EYFS curriculum which ensures independent learning• An equal opportunities policy which allows learning for SEND groups in both indoor and outdoor learning environments	<p>Curriculum:</p> <ul style="list-style-type: none">• An ambitions broad and balanced curriculum plan in line with national guidance• Within the curriculum the following areas are an integral part - PHSE, PREVENT, safeguarding and welfare and British values <p>Measuring Performance:</p> <ul style="list-style-type: none">• Innovative strategies for measuring and tracking pupil performance effectively and setting challenging and aspirational targets that will engage, inspire and motivate pupils and staff so that they achieve the highest possible standards and outcomes <p>Staffing Structure:</p> <ul style="list-style-type: none">• A flexible staffing structure that will deliver a planned curriculum for the 21st century within the expected income levels with a focus on outstanding teaching which includes effective performance management <p>Ensuring Inclusivity:</p> <ul style="list-style-type: none">• A vision and ethos of welcoming SEND and vulnerable children from the local and the wider area to be admitted to the school• The enablement of full participation of all learners within the full broad and balanced curriculum and ensuring that the needs of the most vulnerable learners are met• A full programme of enrichment and extended services for all pupils with an emphasis on those with SEND• Has proven experience of the introduction of Nurture and the benefits of this within a whole school and wider academy trust approach <p>Early Years:</p> <ul style="list-style-type: none">• The Vision and Ethos statement that shows continuity between EYFS and KS1 based on child centred approach• A clear direction of involving parents in the learning, with effective communication with parents and carers and home visits for new starters• The recruitment of high quality staff with a passion and commitment to EYFS curriculum which ensures independent and stimulating learning• An effective Equal opportunities policy which allows learning for SEND and vulnerable groups in both indoor and		
D	Evidence of how the sponsor would meet the capacity and capability requirements	<ul style="list-style-type: none">• Proven ability within an academy trust to run schools that are financially robust and deliver good educational outcomes• Members of staff with recognised qualifications in managing school finances, school leadership, project management, marketing, human resources, safeguarding and health and safety• Evidence that governance arrangements and structures of existing academy trust schools are delivering good outcomes within a financially robust setting• Evidence of the capability and capacity within the sponsor's organisation to deliver a new school that is financially robust with the capacity to deliver good education• Commitment to the principal of local schools for local children and to meet the demand for school places for pupils from the local new developments• Evidence of successfully delivering a school building project• Evidence working in partnership with other local schools, MATs and the local authority• Able to provide high quality education in alternative accommodation, being flexible and innovative in the use of resources• Evidence of working with local councils, sharing data as requested to enable performance to be monitored	<ul style="list-style-type: none">• Proven ability within an established academy trust structure to open a new school in an area of residential growth with phased growth that are financially robust and delivered good educational outcomes• Experienced members of staff who have overseen the opening of a new schools with recognised qualifications in managing school finances, school leadership, project management, marketing, human resources, safeguarding and health and safety• Evidence that the governance arrangements and structures of the sponsor's previously opened new school is delivering good outcomes within a financially robust setting.• Evidence that the sponsor has the capability and capacity within their organisation to deliver a new school that is financially robust with the capacity to deliver good education without detriment to other schools within your academy trust• Fully embrace the requirements of the s106 agreements, meeting the demand for school places for pupils from the developments and local community• Able to evidence working in partnership with other local schools, academy trusts and the local authority when opening a new school that has not resulted in a large-scale relocation of existing pupils from other local schools• Evidence of working with a local authority to successfully deliver a new schools that meet the 21st century needs of pupils• Experience of providing high quality education in alternative accommodation and be prepared to be flexible and innovative in the use of resources• Evidence of working with local councils, sharing data as requested to enable performance to be monitored	<ul style="list-style-type: none">• Proven ability, within an established academy trust structure, to open a significant number of new schools (4+) in areas of residential growth that have had a phased growth and have been financially robust and delivered outstanding educational outcomes• Highly experienced members of staff who have overseen a significant numbers (4+) of new schools with recognised qualifications in managing school finances, school leadership, project management, marketing, human resources, safeguarding and health and safety• Robust governance arrangements and structures in the sponsor's previously opened new schools, opened in areas of residential growth that are delivering outstanding outcomes within a financially robust setting.• Demonstrable evidence of the capability and capacity within the sponsor's organisation to deliver a new school that is financially robust with the capacity to deliver outstanding education without detriment to other schools within the academy trust• Evidence of other schools in the academy trust fully embracing the principle of local schools for local children and meeting the demand for school places for pupils from local new developments and the wider community• Evidence of working in partnership with other local schools, academy trusts and the local authority when opening a significant number (4+) of new schools that have not resulted in a large-scale relocation of existing pupils from other local schools• Evidence of working with a local authority to successfully deliver new schools that meet the 21st century needs of pupils and can offer their facilities to the local community <ul style="list-style-type: none">• have experience of providing high quality education for the residents generated from any new development in alternative accommodation before the opening of the new permanent school buildings and are prepared to be flexible and innovative in the use of resources• have evidence of co-equal partnerships with local Councils, working with and sharing data as requested by the Council to enable the LA to monitor their performance		
E	Funding and Costs	<ul style="list-style-type: none">• Have evidence of robust financial arrangements across your academy trust• Willing to pay all reasonable costs in relation to the transfer of land• Provision of 2 years company financial accounts (or alternative if not trading as a trust for more than 1 year). The score of 0 - 5 as a result of "Audit West's" financial assessment analysis that looks at balance sheet and profit or loss ratios to analyse the financial position of an entity. Including the comparison to industry averages and analyses trends of ratios over a three year period. Trends that improve over a period of time are scored higher than those that do not improve.• An awareness of the financial challenges of opening a new school	<ul style="list-style-type: none">• Have evidence of robust financial arrangements across your academy trust that has enabled another school to benefit from the financial and other resources of the wider trust to secure its own financial viability• Willing to pay all reasonable costs in relation to the transfer of land• Provision of 2 years company financial accounts (or alternative if not trading as a trust for more than 1 year). The score of 6-10 as a result of "Audit West's" financial assessment analysis that looks at balance sheet and profit or loss ratios to analyse the financial position of an entity. Including the comparison to industry averages and analyses trends of ratios over a three year period. Trends that improve over a period of time are scored higher than those that do not improve.• Has planned for the financial challenges of opening this new school	<ul style="list-style-type: none">• Have evidence of robust financial arrangements across your academy trust have enabled growing schools to benefit from the financial and other resources of the wider trust to secure its own financial viability• Willing to pay all reasonable costs in relation to the transfer of land• Provision of 2 years company financial accounts (or alternative if not trading as a trust for more than 1 year). The score of 11-15 as a result of "Audit West's" financial assessment analysis looks at balance sheet and profit or loss ratios to analyse the financial position of an entity. It also compares to industry averages and analyses trends of ratios over a three year period. Trends that improve over a period of time are scored higher than those that do not improve.• Has experience of opening a new school and has planned for and will be able to accommodate the financial challenges of this within the new school and wider academy trust		

North Somerset Expression of Interest response evaluation matrix				Sponsor Name:	Total Score	0
Section	Criteria	Satisfactory (1-3)	Good (4-6)	Outstanding (7-9)	Score	
F	Impact and Equalities	<ul style="list-style-type: none">• Demonstrate a commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment for all students and staff and compliance with the Public Sector Equality Duty.• Demonstrate a commitment to engage and support protected characteristic groups	<ul style="list-style-type: none">• Able to provide case studies demonstrating a significant commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment for all students and staff and compliance with the Public Sector Equality Duty• Able to provide case studies for engaging and supporting protected characteristic groups	<ul style="list-style-type: none">• Able to provide case studies demonstrating a significant commitment to promoting equality and diversity and eliminating unlawful discrimination and harassment for all students and staff across multiple schools and compliance with the Public Sector Equality Duty• Able to provide case studies that show a positive impact on protected characteristic groups		

Where the evidence and argument submitted by potential sponsors is considered to be inadequate, the scoring will be assessed as 0