KCC Assessment Criteria

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

Strategic Vision
Section B of the Application Form

We will be using two criteria to assess this section of your application.

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

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

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

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

Education Plan –
Section C of the Application Form

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

You should only seek to address criterion C8 if you are intending to be a faith ethos school, a school designated as having a religious character or if you are proposing a school with a particularly distinctive educational philosophy and worldview.

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

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

You must:
- Describe the curriculum, setting out how it will be broad and balanced; and
- Detail your expectations around the length of the school day, term and year.
Criterion C3:
Shows how the staffing structure will deliver the planned curriculum.

You must:
- Set out plans showing an appropriate and phased 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, 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.

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

You must:
- Demonstrate an awareness of the varying needs of individual pupils and have an effective strategy for meeting them, including supporting those who need it and stretching the most able (gifted and talented pupils);
- Show how you will use ICT, other agencies and partners’ resources to support the learning and achievement of pupils of varying abilities and needs;
- Describe the strategies you will use to overcome barriers to learning and achievement, such as having English as an additional language;
- Set out how you will have regard to the Special Educational Needs Code of Practice;
- Set out your approach to supporting disabled pupils and pupils with special educational needs, including those with and without a statement of special educational needs; and
- Demonstrate your capacity to provide high quality, inclusive education for pupils with Autistic Spectrum Disorders, and provide a centre of excellence to support improvements in other provisions.

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

You must:
- Outline the targets that are proposed, why they are suitable to measure the delivery of your education vision, and what your strategy will be to achieve them;
- Describe the proposed success measures for individual pupils and the whole school, including teaching;
- Explain how these success measures will be monitored, reviewed and reported, including your plans to develop pupil assessment and tracking systems; and
- 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.
Criterion C6: Describes the admissions policy, confirming commitment to fair and transparent admissions practices.

You must:
- Set out your admissions policy, including the criteria to be used to prioritise places if your school is oversubscribed. (Your admissions policy must be in accordance with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools.)

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

You must:
- Set out detailed strategies for promoting good behaviour and attendance;
- Describe how you will promote pupil wellbeing, including through pastoral care and strategies for tackling bullying; and
- Describe how these strategies are informed by your education vision and linked to raising standards and educational outcomes.

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

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

If you are proposing a school with a particularly distinctive educational philosophy and worldview, you must:
- Describe how you will ensure that the school will be welcoming to all pupils within the local community. You will need to set out how you think the curriculum and school policies will impact on all pupils and how you will explain the curriculum to parents and pupils who are not familiar with this alternative method; and
- Confirm what percentage of time is devoted to each subject.
Relationships with Other Schools, the Council and the Wider Education Community

*Section D of the Application Form*

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

**Criterion D1:**
Demonstrates 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.
  - Arrangements you will put in place to make the building and facilities available to the local community outside of school hours.

You must:
- Confirm agreement for the school to operate the community facility, on a commercial basis.
- Confirm agreement to operate or commission pre-school/nursery provision from the school site.

Capacity and Capability

*Section E of the Application Form*

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

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

You must:
- 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.
Criterion E2: Shows how the promoter will access appropriate and sufficient educational, financial, and other expertise to deliver their vision.

You must:
- Show that you have identified the educational resources, people and skills that you will need to set up and operate a school;
- Show that you have identified the resources, people and skills that you will need to set up arrangements for and undertake the financial management of a school;
- Show that your group has identified other relevant expertise, such as individuals or organisations with successful experience of setting up a new organisation or business, school governance, human resources, ICT, property/construction, marketing and project management;
- Confirm sufficient time commitments to the project from relevant individuals; 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; and
- Set out clear and detailed plans for identifying and securing any necessary expertise currently missing from your group.

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

You must:
- Set out plans for recruiting your school’s principal (head teacher) and the role you envisage him/her playing in the pre-opening phase;
- Set out your plans for recruiting and developing high quality members of staff;
- Tell us about any individuals you have already identified as prospective governors and their relevant skills and expertise; and
- Describe how you will identify and appoint committed governors with the necessary skills to oversee both the establishment and running of a school.
- Describe how you will ensure that governors represent their community and support UK democratic values.

Financial Planning and Viability

Section F of the Application Form

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

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

- Set out your views on the key financial challenges you might encounter and how you will seek to address these;
- 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.
- Confirm agreement to proceed according to the local authority’s revenue funding arrangements set out in the ‘Invitation to Submit a Proposal’.