



Department
for Education

How to apply to set up a maths school for 16 to 19 year olds

March 2018

Contents

Purpose	3
Context	3
What is a maths school?	3
How to open a new maths school	5
Registering an interest to open a maths school	5
Developing a business case to open a maths school	6
Outreach	7
Decisions	8
What happens next	9
Contact details for further information	10
Annex A: Criteria for maths schools	10
Annex B: Things to do, and be aware of, before you submit a business case	14
Annex C: How we use your data	18

Purpose

1. The government would like the most selective maths universities to consider opening a maths school. It is committed to opening more across England during this parliament and has made funding available for that purpose.
2. This guidance is for universities and partner organisations, such as multi academy trusts (MATs), wishing to set up a maths school. It describes the key features of a maths school, the government's requirements for a maths school, how to express an interest in and seek approval for establishing a maths school, and the criteria against which full business cases will be assessed. Given the aim is to open more during this parliament and knowing it can take two to three years to open a new maths school from the point at which a business case is approved, we expect to be making decisions on business cases in 2018.

Context

3. The government believes that universities have a great deal to offer the state school system. Supporting the school system to drive forward improvement and raise attainment can take a number of forms including formal sponsorship arrangements or opening a new school, such as a maths school, where the university has the skills and expertise to do so. There are of course other ways in which universities can support raising attainment in schools such as being part of formal school governance arrangements, offering continuous professional development for teachers and collaborating on curriculum development.

What is a maths school?

4. Maths schools are free schools for 16 to 19 year pupils who have great aptitude for maths. As set out in the government's Industrial Strategy¹, maths schools have a role to play in addressing shortages of highly skilled graduates in sectors that depend on science, technology, engineering and maths (STEM) skills, sectors which are essential if we are to compete successfully in a global economy. The aim of maths schools is to prepare more of our most mathematically able pupils to succeed in mathematics-related disciplines at highly selective maths universities and pursue mathematically intensive careers.

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664563/industrial-strategy-white-paper-web-ready-version.pdf

5. With support from highly selective maths universities, maths schools are well placed to unlock the potential of talented mathematicians with a particular enthusiasm for the subject. Maths schools can also be centres of excellence in raising attainment, supporting and influencing the teaching of mathematics in their surrounding area, and are central to their associated universities' widening participation commitments.

6. The two open maths schools² demonstrate that the model can be very successful (both are Ofsted outstanding and already among the highest performing school sixth forms in the country³); they spread the teaching expertise and best practice concentrated in their institutions across a number of local schools, thereby benefiting much larger numbers of pupils. Maths schools will each receive £350,000 additional funding every year, on top of their post-16 funding formula allocation, to support the maths school specific aims of:
 - Providing a stretching education that is developed in collaboration with leading mathematics universities, with a greater focus on wider mathematical problem solving, so that young people are better able to manage the jump to degree-level mathematics;
 - Bringing together top performing mathematics pupils into a small school environment fostering a close-knit, nurturing learning community; and
 - Providing learning and tackling disadvantage/under-representation through delivering significant outreach that could benefit the rest of the system and influence mathematics teaching both pre and post 16, to complement the work of Maths Hubs⁴ and universities' widening participation commitments.

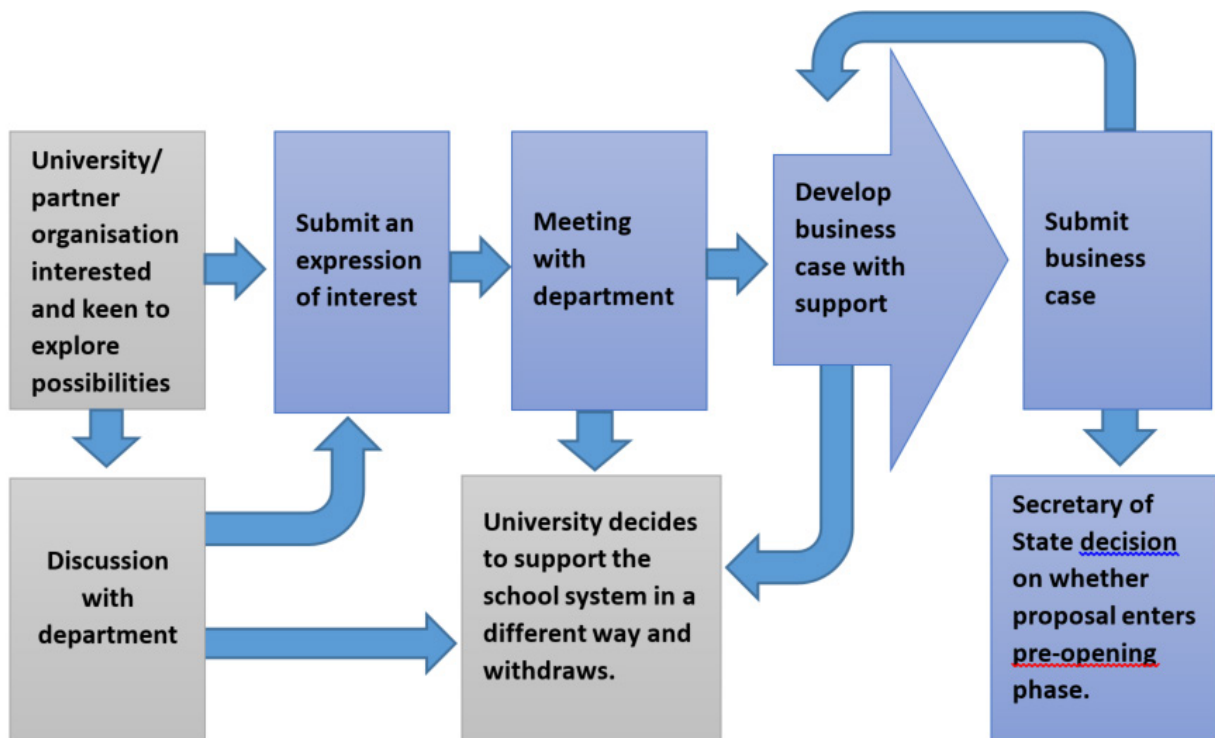
² King's College London Mathematics School and Exeter Mathematics School, both opened in September 2014

³ King's top 1% and Exeter top 2% of schools based on 'all A-levels' 2017 progress data

⁴ A Maths Hub is a network for the leadership of mathematics improvement work across a region; it is led by one school or college but draws together contributions from a range of other schools, higher education institutions and other bodies or individuals with mathematics education expertise.

How to open a new maths school

7. Once universities and/or partner organisations have determined they are interested in opening a maths school they will need to follow the application process set out in the flow diagram. Each stage is explained in more detail below.



Registering an interest to open a maths school

8. The first step in the process of opening a maths school is for a university and/or partner organisation to submit an [expression of interest](#) to the department. Before doing so, they may want to get in touch with the department to find out more about what is involved. The expression of interest requires the university and/or partner organisation to confirm it meets the quality criteria set out in [Annex A](#) and asks them to submit a maximum of two paragraphs:

- Explaining their motivation for wanting to open a maths school; and
- Providing the names of the individuals in their organisation(s) who would be involved in developing a proposal; alongside setting out their skills, experience and proposed time commitments for doing so.

9. We would like to work with the most selective mathematics universities where the actual average UCAS tariff for full-time first-degree entrants to mathematics is at least 350 points.
10. Individual colleges, schools, and/or MATs interested in working with a university to open a maths school can express an interest, if they meet the quality criteria set out in [Annex A](#). If the organisation has not yet managed to partner up with a university, the department will try to help make those links with universities where possible. That said, we would expect efforts to have been made prior to the expression of interest stage to partner a university, given that strong university involvement is an essential aspect of the maths school model.
11. Following submission of an expression of interest, and after having secured a university partner, the department will invite universities/partner organisations to discuss their vision for the maths school and their capacity and capability to deliver it. At the meeting, the department will also clarify its expectations for developing a business case and will explain the next stage in the process. It may be that following this discussion, universities/partner organisations decide that opening a maths school is not for them and they decide not to proceed.

Developing a business case to open a maths school

12. If universities/partner organisations do decide to proceed following their initial meeting with the department, they will need to develop a business case. We anticipate that universities/partner organisations will take up to 6 months to develop a business case. As the business case develops there will be regular, iterative discussions and meetings between the department and the applicant group. The department will wish to ensure that the business case is making sufficient progress in the 6-month timeframe. There will be no formal interview stage. At any time during the iterative development of the business case, the university/partner organisation may decide to support the school system in a different way and withdraw.
13. Any business case must meet the maths school specific criteria as set out in [Annex A](#) and applicants should set out how they plan to meet each criterion. Officials will offer advice and support to applicants on expectations, highlighting good practice. As part of this process, universities and their partners must also meet the requirements for business cases which includes establishing an academy trust, and be aware of other matters which are set out in [Annex B](#).

14. As set out in detail in the criteria, business cases will need to demonstrate the following:

- **Strong university engagement.** We are looking for the university to demonstrate a long-term commitment to the maths school over and above formal governance in terms of its day to day involvement in the school; and for this commitment to be in writing and endorsed by the vice chancellor.
- **Robust governance.** The university being a corporate member of the academy trust as a starting point is our strong preference but it is up to applicants to demonstrate through their proposed governance plans how the university will be committed to and accountable for the school in the long term.
- **Curriculum and stretch.** Beyond excellence in delivering the core subjects (mathematics and further mathematics must be compulsory and physics must be an option), we want applicants to demonstrate how pupils will be provided with stretching undergraduate-level work (both through extended projects and enrichment) in preparation for them to excel in mathematics and related degrees at university.
- **Improving social mobility particularly through wider outreach and partnership working.** A key aspect of the maths school model is the extensive outreach work they do with schools in their area. We will ask applicants to set out how outreach activity with local schools will complement the work of regional Maths Hubs. We will expect maths schools to improve mathematics teaching and outcomes in their region with a focus on supporting pupils from disadvantaged backgrounds and girls, who are currently under represented in maths post 16, at all key stages but with a particular focus on key stages 3 and 4.
- **Admissions policy and plans for identifying and selecting pupils.** Applicants will need to be clear on their proposed admissions criteria, mindful that the clear aim is to attract the most mathematically able pupils with the potential to thrive in a maths school environment; and to support more pupils from disadvantaged backgrounds and girls into the school.

Outreach

15. The principal aim of maths schools is to prepare more of our most mathematically able pupils to succeed in mathematics related disciplines at top universities and pursue mathematically intensive careers. This aim is to be realised by maths schools working with both the pupils in the maths school itself

as well as with pupils and teachers in other schools and colleges to improve mathematics participation, teaching and attainment across the area. Significant outreach work, over and above what you would normally expect of a school sixth form, should complement the work of Maths Hubs and should be integral to universities' widening participation commitments.

16. As part of the business case (described above) you will need to set out your plans for outreach as per the specific business case criterion. It is up to you to determine what outreach would have most impact given local circumstances but we would expect to see plans for outreach activity in the following areas as a minimum:

- **Run outreach programme activities** (complementing the work of Maths Hubs) for pupils in surrounding schools and colleges, which prioritises support for disadvantaged pupils and girls specifically, through direct teaching, associated tutoring and structured activities, and individual feedback;
- **Provide continuous professional development** for teachers of mathematics in partner and feeder schools; and
- **Ignite the interest of potential pupils** in the mathematics curriculum that will be offered by the school and prepare pupils for study of advanced mathematics.

Decisions

17. Once a final business case has been developed, the requirements in [Annex B](#) met and the department is satisfied with the case, the Secretary of State will make a decision on whether a maths school can proceed into the pre-opening⁵ phase. At that stage you are being given approval to progress your project towards opening rather than being given approval to open a new maths school. The decision is final and there is no appeals process.

18. Approval of your business case does not mean approval of every detail, such as your preferred principal designate or a proposed site. Approval may be conditional on amending certain aspects and is also conditional on the capital costs representing good value for money.

⁵ The pre-opening phase is the time after a maths school business case has been approved and prior to when a maths school opens during which detailed plans for the school will need to be developed and delivered.

What happens next

19. During the pre-opening phase universities and their partners will need to develop and deliver detailed plans for their school. The department will provide support throughout this process.
20. In progressing to the pre-opening phase, maths schools will need to adhere to the criteria set out and approved in their business case and these will be reiterated in the Secretary of State's approval letter. Further conditions may also be set during the pre-opening phase to help ensure the school is successful. These conditions often relate to a specific risk to be addressed for the project to proceed successfully. Failure to meet any of these conditions means it unlikely that the Secretary of State will be able to enter into a funding agreement⁶ with you.
21. One of the key milestones in the pre-opening phase will be to agree your provisional opening date. This will be agreed between the department, and the university and its partners. A number of factors will affect a school's opening date, not least the availability of a suitable and affordable permanent site for the school. We will agree the provisional opening date only after a permanent site is confirmed, and once we have assessed the time needed to obtain planning permission and completing necessary building works or refurbishment.
22. It is the role of the Education Skills and Funding Agency (ESFA) to work with applicants and LocatED (a government-owned property company, responsible for buying and developing sites in England) to conduct a site search and provide applicants with an appropriate site. If applicants have any information or local knowledge about sites, this can be shared but ultimately it is the responsibility of the ESFA to find and secure a site. In the case of the two open maths schools, being near to the university and close to public transport (given the regional nature of the schools) was important. If there is a possibility of the maths school being located on the university campus and that option offers good value for money, this is something the department would look to support.
23. The final decision to open a maths school depends on the Secretary of State entering into a legal contract – the funding agreement – with the academy trust. The Secretary of State will sign a funding agreement only if he is satisfied that

⁶ The funding agreement is a legally binding contract between the Secretary of State and the academy trust which defines the terms and conditions on which the maths school is funded, and what is expected by both the trust and the department.

the maths school will be ready to deliver a good standard of education and will be viable from its first day of operation.

24. Where a project fails to make sufficient progress in pre-opening, a funding agreement cannot be signed and the opening of the school may be delayed or cancelled.

Contact details for further information

25. If you want to find out more about the maths school application process and requirements please contact the Department for Education via email at maths.schools@education.gov.uk

Annex A: Criteria for maths schools

Registration of interest: quality criteria

We would welcome registrations of interest to establish maths schools from universities and (where relevant) partner organisations that meet the following quality criteria:

	Quality Criteria
Universities	Must have an actual average UCAS tariff for full-time first degree entrants to mathematical science subjects of at least 350 points, which is broadly equivalent to AAB.
Working with a university:	
Mainstream schools	Existing school has a “good” or “outstanding” judgement from Ofsted. Achievement in your school is above local and national averages (looking at headline accountability measures of attainment and progress) and should generally be on a consistent or upward trajectory since the last Ofsted inspection.
FE colleges/sixth form colleges	FE college/sixth form has a “good” or “outstanding” judgement from Ofsted. Achievement is above local and national averages (looking at headline accountability measures of attainment and progress) and should generally be on a consistent or upward trajectory since the last Ofsted inspection.
Multi Academy Trusts (MATs)	If applicants run more than one school, we would not expect all of them to meet the criteria we are asking of mainstream schools (above). However, we will be interested to know why any schools are weaker (if they are) and how you will ensure you have capacity to improve those schools as well as opening a new maths school.

BUSINESS CASE CRITERIA: The business case should set out the key features and ethos of the school as well as its aims including aspirations for the achievement of its pupils. Specifically, it needs to cover how the proposed maths school would meet the following criteria:

Criteria	Requirements
Strong university engagement	<p>The business case must demonstrate long term commitment to the maths school over and above involvement in its governance. Therefore applicants must submit a letter of support for the maths school signed by the Vice Chancellor (VC) of the university which commits to personally entering into a memorandum of understanding (MoU) with the academy trust setting out the university’s commitment in terms of its day to day involvement in running the school. Prior to signing the funding agreement for the maths school, the university will need to sign an MoU which should cover some or all of the following:</p> <ul style="list-style-type: none"> • Providing curriculum support both through the development of existing curriculum models and through new stretching mathematics project work and/or master classes to ensure the school remains at the forefront of current thinking. • Providing the school (and its pupils) access to resources such as lecturers, PhD students (in a mentoring capacity) and facilities. • Using its expertise in, and funding for, widening participation to support and evaluate the impact of the school’s outreach work. • Providing careers advice on access to HE and alternative options. • Providing links to networks of business and industry providers.

<p>Governance</p>	<p>The business case must provide initial governance plans which demonstrate understanding and experience of strong governance. Governance plans must reassure us that the university will be committed to and accountable for the school in the long term with clear links into the university's own governance arrangements at a senior level. Our strong preference is for the university to be a corporate member of the trust. That said, experience has shown us that this does not necessarily translate into ongoing commitment in every case, so applicants will need to convince us that their proposed governance arrangements will deliver that.</p>
<p>Qualifications, curriculum and stretch</p>	<p>The business case should set out the curriculum the school will follow (including the proportion of time spent teaching each subject), qualifications which will be offered, the approach to teaching and learning and how these will help develop mathematical thinking. It should also include the proposed staffing structure.</p> <p>Pupils at maths schools must study mathematics and further mathematics A level (compulsory) and physics A level must be part of the core offer. Beyond the subjects offered, we expect the business case to demonstrate how pupils will be provided with stretching undergraduate-level work (both through extended projects and enrichment) in preparation for them to excel in mathematics and related degrees at university.</p>
<p>Improving social mobility, particularly through wider outreach and partnership working</p>	<p>A key aspect of the maths school model is the outreach work they do with schools in their area. The business case should set out how outreach activity with local schools will complement the work of regional Maths Hubs to improve mathematics teaching and outcomes in their region. In particular, we want to understand how you will identify and work with promising mathematics pupils in all key stages but with a particular focus on key stages 3 and 4 so that they excel in mathematics and mathematics related GCSEs, have aspirations to study it further and develop a passion for the subject.</p> <p>The business case must also set out how the school will support disadvantaged pupils and girls specifically, including through (but not limited to) outreach work with nearby schools to close the attainment gap in mathematics between disadvantaged children and everyone else at all key stages but with a particular focus on key stages 3 and 4.</p>

<p>Capacity and capability including people with the skills, resources and commitment to set up a maths school</p>	<p>This should include at least one person with at least 3 years' recent experience of each of the following:</p> <ul style="list-style-type: none"> • organisational leadership; • setting up new projects and successfully delivering through partnership working; • being a headteacher at secondary/post-16 level (good or better at last Ofsted, performance scores above national and local averages); • secondary school/post-16 finance expertise to develop financial plans; and • school/FE governance expertise.
<p>Admissions policy and plans for identifying and selecting pupils</p>	<p>The business case should be clear on the proposed admission criteria mindful that the clear aim is to attract the most mathematically able pupils with the potential to thrive in a maths school environment; and to support more disadvantaged pupils and girls into the school.</p> <p>Information on pupil build up and capacity when full should be provided. Applicants should set out how they will recruit pupils, where they envisage them coming from (demonstrating an understanding of the area and regional market given their chosen admissions criteria), how they will market their school to ensure places are full and articulate what the university's specific role will be.</p>

Annex B: Things to do, and be aware of, before you submit a business case

Before you submit your business case to open a maths school you will need to:

1. Establish an academy trust as a charitable company limited by guarantee.
2. Have regard to your public equality duty to eliminate discrimination, harassment and victimisation, advance equality of opportunity and develop good relations between communities as set out below. We will look for evidence that you have considered these responsibilities in your business case.

More information on each of these requirements and other matters you need to be aware of prior to submitting a business case is set out below. There is information about how we use your data in [Annex C](#).

1. Establishing an academy trust

Each free school is run by an academy trust formed specifically to establish and run one or more schools⁷. The academy trust will have responsibility for the maths school and will submit the business case. Academy trusts are independent charitable companies limited by guarantee, with which the Secretary of State has decided to enter into a [funding agreement](#).

If you are intending to submit a business case you will need to establish an academy trust using the department's [model articles of association](#)⁸. Information on how to set up a company is available from [Companies House](#).

If you are a proposer who already runs existing local authority maintained schools, we expect your existing maintained school/s to convert to academy status, and the proposer group to form a MAT that will incorporate both the new maths school and any existing schools. You do not need to convert to academy status before submitting your business case, but we expect your case to set out your plans for how you will do this, if your business case is approved.

Setting up an academy trust and ensuring you understand the need for strong governance and accountability is essential; for more information about governance, accountability and the role of members and trustees of an academy trust please see

⁷ This is a requirement under the [Academies Act 2010](#).

⁸ The articles set out the charitable purpose of the academy trust and its governance structure. This includes information about: what the trust exists to do; appointing and removing trust members and trustees, and; establishing committees and local governing bodies. The articles also provide a framework for trusts to act within company and charity law.

the [Governance Handbook](#), the [Competency Framework for Governance](#) and the [Academies Financial Handbook](#). The Competency Framework for Governance sets out the competencies a board will need for effective governance, identifying those skills that are essential for everyone on the board; those which are required of the chair; and those which at least someone on the board should have. In this way, the knowledge and skills required for chairs build on and complement the skills of everyone.

One of the most important tests of a trust's capability is how well it plans for and manages conflicts of interest.⁹ Before you form your trust and recruit your board of trustees, you must consider your plans for contracting work (pre- and post-opening) to minimise the risks of a conflict, this is because conflicts are most likely to arise when a trust is considering awarding a contract to an individual or organisation in which one of its members or trustees has an interest. Conflicts of interest may also arise if family or other personal relationships between the individuals running an academy trust make it hard to hold an individual to account. It is important to note that even the *perception* of a conflict can create negative publicity and could affect your maths school's reputation and ability to recruit pupils.

More information and guidance on procurement can be found on our [website](#)¹⁰. The *Academies Financial Handbook* also includes guidance on conflicts of interest and appropriate procurement.¹¹ The protocols for members and trustees on procurement and conflicts of interest are set out in articles 6, 97 and 98 of the [model articles](#).

2. Public Sector Equality Duty

All free schools are subject to the [Public Sector Equality Duty](#), which forms part of the [Equality Act 2010](#). This duty requires your trustees, both in planning and running your school, to have regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity and develop good relations between communities. We will look for evidence that you have considered these responsibilities in your business case. You should consult the [guidance for schools on the Equality Act](#)

⁹ A conflict of interest can be defined as: 'any situation in which a person's personal interests, or interests that they owe to another body, may (or may appear or be perceived to) influence or affect their decision making'.

¹⁰ <https://www.gov.uk/guidance/buying-for-schools>

¹¹ Education and Skills Funding Agency, '[Academies Financial Handbook](#)', 2017 (viewed on 9 January 2018)

Prior to submitting your business case you will also need to be aware of the following:

Project development funding

Trusts who move into the pre-opening phase will receive a project development grant to cover essential non-capital costs up to the point at which the school opens. It excludes site-related costs, which will be paid by the Education and Skills Funding Agency (ESFA).

Competitive tenders

You may appoint a third party to support you in developing your application through an open and competitive tender process. However, you must not enter into any contracts in the expectation of public funds. If you have been assisted in writing your business case by any individuals or organisations that are not part of your trust, you should explain how you will secure further support during the pre-opening phase if you are approved.

Admissions

Maths schools must have admissions arrangements and criteria that are fair, objective and transparent. Maths schools are able to select pupils based on GCSE grades and other criteria because they are 16-19 academies and as such neither the School Admissions Code nor the School Admission Appeal Code are relevant.

Performance and accountability

All schools, including maths schools, are held to account against the same performance measures. Maths schools must collect performance data, publish results and be subject to Ofsted inspection under the [common inspection framework](#) (CIF).

Pupils with Special Educational Needs and/or Disability (SEND)

Like all mainstream schools maths schools admit children with special educational needs and/or disability, including those with Education Health and Care (EHC) plans.

Maths schools must have regard to the [SEND Code of Practice](#); including using their best endeavours to make sure that a child with SEN gets the support they need; this means doing everything they can to meet children and young people's SEN. Maths schools must also ensure there is a named person in the school with oversight of SEN provision to ensure co-ordination of support, similar to the role of a special educational needs co-ordinator (SENCO). All maths schools must admit a child

where the school is named in a child's statement or EHC plan and all schools must comply with their duties under the Equality Act 2010, including the duty to make reasonable adjustments.

Suitability of applicants, due diligence checks and data protection

The Secretary of State for Education permits that only suitable persons may establish publicly funded maths schools.

The [7 principles of public life](#) set out the standards of behaviour expected of public office holders, including those who work in education. The principles are selflessness, integrity, objectivity, accountability, openness, honesty and leadership. We will undertake due diligence checks on proposers prior to approving a business case. There is more information about how we will use your data in [Annex C](#).

The Secretary of State will not approve business cases put forward by organisations that advocate violence, extremism, or other illegal activities, and may not approve business cases where the previous conduct of individuals associated with the Trust does not comply with the 7 principles of public life.

The department reserves the right to request a [Section I Suitability and Declarations](#)¹² form from any proposer if we deem it necessary. Failure to submit Section I forms for all members and trustees and the principal designate (when appointed) is likely to delay the progress of your maths school proposal.

Provision of accommodation

In exceptional cases, it may be possible for a maths school to offer accommodation where it is essential for the long-term viability of the school.

¹² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/579941/Info-Free_school_applications_suitability_and_declarations_Aug_2016.pdf

Annex C: How we use your data

Personal data is collected on your expression of interest form and your business case in order that the Department for Education can consider your proposal to establish a maths school.

Who we are:

The Department for Education is the 'data controller' for personal information supplied by universities and/or partner organisations in their expressions of interest and business cases and for ensuring that this information is processed in accordance with all legal requirements. Any third parties processing personal information on behalf of the Department for Education will be acting as its 'data processors'.

Why our use of your personal data is lawful:

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the data protection legislation. For the purpose of this project, the processing is lawful because it is necessary for the department to carry out this work and use the information for the purpose of approving maths schools business cases.

Publication:

Please note that the Department for Education is committed to being as transparent as possible. As such, if your business case is approved, the Department for Education will publish the approved case on gov.uk. The following information will be redacted from the application and will not be visible to the public:

- Private addresses
- Private email addresses
- Private telephone numbers
- Commercially sensitive information
- Specific site locations
- CVs

All other information, including the names of individuals and organisations mentioned in the business case, will be published.

Please notify any individuals or organisations that you have named in your expression of interest or business case that their information will be processed by the Department for Education, and that if approved the business case will be published on gov.uk as detailed above.

Who we will make your personal data available to:

We sometimes need to make personal data available to other organisations. These might include contracted partners (who we have employed to process your personal data on our behalf) and/or other organisations (with whom we need to share your personal data for specific purposes).

Where we need to share your personal data with others, we ensure that this sharing complies with data protection legislation. For the purpose of this project education advisers and independent panel members will be viewing your personal data as part of the decision-making process.

How long we will keep your personal data:

We will only keep your personal data for as long as we need it for the purpose(s) of this piece of work, after which point it will be securely destroyed. We estimate that we will keep your personal data for no longer than 10 years.

Please note that, under Data Protection Legislation, and in compliance with the relevant data processing conditions, we can lawfully keep personal data processed purely for research and statistical purposes indefinitely.

Your Data Protection rights:

You have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

Withdrawal of consent and the right to lodge a complaint:

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting us at department's 'contact us' page (at <https://www.gov.uk/contact-dfe>) and enter 'Maths Schools' as the reference.

Alternatively, you have the right to raise any concerns with the Information Commissioner's Office (ICO) via their website at <https://ico.org.uk/concerns/>.

Last updated:

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated on 16 March 2018.

Contact Info:

If you have any questions about how your personal information will be processed, please contact us at DfE's 'contact us' page (at <https://www.gov.uk/contact-dfe>) and enter 'maths schools' as the reference.



Department
for Education

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