



Department  
for Education

# Free school application form

Mainstream, studio, and  
16 to 19 schools

**Published: December 2015**

Insert the name of your free school(s) below using BLOCK CAPITALS

**EXETER CREATIVE SCHOOL**



## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	X	
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	X	
<b>Section B:</b> Outline of the school	X	
<b>Section C:</b> Education vision	X	
<b>Section D:</b> Education plan	X	
<b>Section E:</b> Evidence of need	X	
<b>Section F:</b> Capacity and capability	X	
<b>Section G:</b> Budget planning and affordability	X	
<b>Section H:</b> Premises	X	
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	
4. Have you fully completed the appropriate budget plan(s) where necessary?	X	
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	X	
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	X	

<p>12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?</p> <p>Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	X	
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\*\* If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	X	

## Declaration

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:** 



**Date:** 27<sup>th</sup> May 2016

**NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**

Please tick to confirm that you have included all the items in the checklist:

## Section A

See attached Excel spreadsheet entitled “Section A”

## Section B

See attached Excel spreadsheet entitled “Section B”

## Section C: Vision

### Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

#### The Applicant MAT

The Ted Wragg Multi-Academy Trust (the “Trust” or the “MAT”) works with schools in and around the Greater Exeter area and in partnership with the local community to raise the aspirations of young people and enable them to become fulfilled, confident and motivated citizens, able to contribute actively to a democratic society. The educational vision is that all students within the Ted Wragg Multi-Academy Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative provision.

Currently the Trust has three schools; two secondary and one all-through. The largest primary school in Exeter, which is outstanding in all categories and the lead school for the Exeter Teaching School Alliance, will join the MAT in January 2017 Each school, while maintaining its distinctive character, shares the Trust’s ethos, vision and values.

The Trust’s growth plan is to offer a broad base of educational provision in and around the Exeter area. The aims of the Trust’s 5 year Strategic Plan are:

- To be a multi-academy trust of 5-10 schools by 2019
- To have established an effective central service infrastructure
- To have developed strong governance at both MAT Board and Local Governing Body (“LGB”) levels
- To have secured a trajectory of school improvement in all Trust schools
- To have established co-operation and collaboration across the Trust schools both in shared back-office services and school improvement

This application is to add a second all-through school to serve the development area to the south west of the city. The proposal meets the need for new education provision which has been identified by the local authority. It capitalises on the experience gained in the successful setting up of the all-through education campus at the nearby new town of Cranbrook and

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

ensures the continuation of improvement in school provision which is a feature of the involvement of the Ted Wragg Trust. Furthermore, the proposed new school has the support of the Exeter Creative School group whose values align with those of the Trust and will contribute to the development of the school's own distinctive character and the enhance breadth and richness of the curriculum throughout the MAT.

### **Rationale for establishing it in this area**

The city has a growing population with plans indicating the potential for 9,000 new jobs and 13,000 new homes. To the south west, at least 2,000 new homes are planned, 25% of which will be designated as 'affordable'. With nearby schools at or near capacity, Local Authority planners have confirmed the need for new primary and secondary school places to be available from September 2018 and September 2019 respectively.

The nature and scale of this new development is analogous to that at Cranbrook in East Devon where the Trust opened a similar all-through school in September 2015. Nursery provision has proved essential in supporting the new community and, based on the experience gained by the MAT at Cranbrook, this proposal is for an all-through school for ages 0 to 16 years.

Within the planned development area, adjacent parcels of land have been reserved for primary and secondary school provision potentially in the form of an all through school. Again, learning from the experience at Cranbrook, the land designated for schools is purposefully adjacent to the first phase of residential development since the availability of places will promote the take-up of new housing and avoid the placing of undue strain on existing schools.

The Ted Wragg MAT is ideally placed to establish a new all-through school capable of delivering high quality education, for its first cohort, from day one. With a track record of school improvement, with experience of creating a similar school at Cranbrook, with proven expertise in all phases and access to specialist teachers across all subject areas, the Trust has the ability to call on a first class team to establish an outstanding all-through school which will support the educational, economic and social aspiration of this important area of new development.

### **The 0-16 all through school**

The all through school will be a non-denominational mainstream school with places for up to 1,380 primary and secondary pupils plus nursery provision totalling 85 places for children between the ages of 6 months and 4 years. Experience at Cranbrook has underlined the importance of the 0 to 2 phase and the need for capacity to be scaleable such that it can flex with demand as the community demographic evolves.

## Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The school will provide an excellent education, based on the New National Curriculum. With a creative focus, its ethos will underpin the development of eight key character strengths and the Growth Mindset in each child (See further Section D1, Principle 4). High quality, discrete, Maths and English teaching (See further Section D1, Principle 2), rigorous data tracking and targeted support will promote our aim to **eliminate the gap** in education for disadvantaged pupils who attend the school.

Based on anticipated demand from the housing development, the plan is to open with up to 85 nursery and 60 primary places in September 2018 and to add the first secondary places in September 2019. The MAT is experienced in working alongside developers and responding to the emerging requirements of a new and growing community; it has the flexibility to ensure that it meets local needs effectively.

### Pupil Cohort

With the stated and specific aim to eradicate the gap for children from disadvantaged backgrounds, the school will seek to meet the needs of all children. Based on data from Teignbridge District Council's Affordable Housing Delivery history and national statistics for numbers of children and income of families in council and housing association accommodation, it is estimated that the school is likely to have in the region of 24% FSM, compared with the average for the LEA of 19%.

It is forecast that SEN children are likely to form about 5% of the cohort taking into account the higher than national average local figures and the predicted FSM entitlement. In addition, the development will include 24 traveller pitches from which children would attend the school. It is forecast that EAL children are likely to form approximately 5% of the cohort. See Section D1 "Education for All".

### Curriculum

This mainstream, non-selective, school will be a place where all children feel valued and where the potential of both pupils and teachers is fulfilled. **5 Key Principles** (See Section D1) will guide the delivery of the National Curriculum.

1. **Creative ethos** - a creative school which is driven to innovate both in teaching and learning, encapsulated in the motto "Explore, Create, Shine" (See further Section D1).
2. **Excellence in English and Maths** – Discrete English and Maths teaching with ongoing data tracking to ensure ALL children make excellent progress.

## Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

3. **Outstanding staff** – Drawing on the Ted Wragg MAT's excellent track record in recruitment, development and retention of outstanding staff.
4. **Growth Mindset and development of key character strengths** – an approach which explicitly aims to develop key character strengths which research shows are the strongest predictors of success in life after school (See further Section D1).
5. **Community engagement** – the Trust and the school will build strong bonds with the local community, including parents and businesses, to develop a wide range of after-school enrichment activities.

The project-rich creative curriculum will allow children to explore ideas, to learn through 'doing' and provide **memorable** learning experiences and opportunities to develop the **eight key character strengths** and the **Growth Mindset**. The curriculum will provide a foundation and structure for rigorous teaching, with an emphasis on English and Mathematics and will fully equip children for progression through the phases and into subsequent education.

Pupils achieve the most when they have high self-esteem and are highly motivated. The school will encourage each child to achieve his/her full potential through a system of creative learning, which aims to ensure that each child is valued and his/her talents are nurtured, while building character strengths and a Growth Mindset as tools for future success.

Through an extensive high quality after-school enrichment programme (See Section D1) of sports and arts activities, the pupils will have opportunities to engage with a broad range of classes run by teaching staff and community organisations. They will be available free of charge, for Pupil Premium/FSM children, in support of developing raised aspirations for those who are disadvantaged.

The Trust has high aspirations for its learners believing that, regardless of background, all can make progress. It aims to develop lifelong learners who are imaginative, passionate and driven by curiosity and the desire to achieve.

## Section D – education plan: part 1

Planned pupil numbers based on nursery and primary provision opening in September 2018 and secondary opening in September 2019.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Nursery places			85	85	85	85	85	85
Reception			60	90	90	90	90	90
Year 1			60	60	90	90	90	90
Year 2				60	60	90	90	90
Year 3					60	60	90	90
Year 4						60	60	90
Year 5							60	60
Year 6								60
Year 7				60	60	60	60	60
Year 8					60	60	60	60
Year 9						60	60	60
Year 10							60	60
Year 11								60
<b>Totals</b>			205	355	505	655	805	955

## Section D – education plan: part 2

### D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

#### Early Years and Foundation Stage

##### Foundation Stage 1 – Nursery: Flexible curriculum hours

##### Foundation Stage 2 – Reception: FT hours 9.00-3.30pm

The school will place great value on the Foundation stages and understands the importance of an outstanding Early Years provision.

Children will be able to join the Nursery from the age of 6 months. The philosophy and structure of the EYFS curriculum is very much in-line with the school's creative focus and provides an excellent start to school life. Within the EYFS framework, the characteristics of effective teaching and learning recognise the importance of how children learn; playing and exploring, active learning, creating and thinking critically, which reflect the creative curriculum approach. Early Years pedagogy will embrace the ethos of Explore, Create, Shine.

Young children are naturally curious and creative and it is these characteristics we will aim to foster and nurture in order for children to become autonomous and creative learners. We want our children to be

'Active and inquisitive learners who are creative and think critically' (EY school inspection handbook)

The ambition is to promote the child's sense of achievement and ensure all children develop their potential because they are ready, willing and able to learn.

Key drivers for our EY provision will be:

**The creative curriculum.** This will be the hallmark of high quality early years practice. Children should be curious about their world and have a desire to learn. Innovative learning experiences will enthuse, motivate and inspire children to learn through:

- A play based approach to learning which best supports their creativity (as supported in the EYFS framework)
- A high quality pedagogic environment that makes the difference for all children
- An enquiry based learning approach to the curriculum
- Hands-on, open ended experiences which encourage children to find out, test ideas and construct knowledge
- Opportunities for children to refine their thinking and explore their own ideas in imaginative ways
- Adults who encourage children to take a risk and to have a positive 'can do' approach to their learning
- Foster intrinsic motivation so that children seek out new challenges and possibilities

**Family and community engagement will:**

- Support a more continuous child development process
- Strengthen the quality of parenting and the home learning environment
- Help to mitigate any negative effects of family background

**Early intervention will:**

- Support 'school readiness' in terms of children being confident, curious and independent
- Identify gaps and address early help where needed
- Foster children's health, safety and well-being which are increasingly known to impact on later outcomes

**Dissemination of good practice will:**

- Promote inspirational teaching which is highly responsive to children's needs and interests
- Build links with local preschool providers
- Share expertise across the MAT/locality
- Enhance staff training and professional development which will be key in retaining and sharing high quality provision

The Early Years curriculum across Nursery and Reception will have a strong emphasis on outdoor learning with a 'free-flow' indoor/outdoor environment. Outdoors is a hugely attractive and enabling environment for young children. The outdoors environment will be carefully planned and used daily to ensure all children learn and develop within a safe but stimulating area.

Access to open-ended materials and highly skilled staff will enable children to use their own ideas, make links in their learning and develop resilience, persistence and confidence in their own abilities.

Reception children will also be offered access to before and after school clubs and suitable enrichment activities.

Key Stage 1			
Compulsory school day: 9.00 am to 4.00 pm			
Subject/other activity	Hours per week	Mandatory / Voluntary	Comments
English	6h 40m	Mandatory	Includes 50m daily English revise and revisit
Mathematics	5h 50m	Mandatory	Includes 50m daily Maths revise and revisit
Science	1h 30m	Mandatory	Taught as discrete subject and through projects
Computing	30m	Mandatory	
MFL	30m	Mandatory	
Art, Music and Drama History, Geography, RE, Citizenship	4h 10m	Mandatory	Project based Learning
PE	2h	Mandatory	
Whole School Reflection Time (Daily act of Collective worship)	1h 15m	Mandatory	Whenever possible we will use the Outside Theatre space for this time
The Big Sing	50m	Mandatory	Uplifting Singing and movement, energising everyone for the day
Myself and the world	50m	Mandatory	Relaxation Time/Character Time/ Cultural Enrichment
Independent Learning Time	2h 30m	Mandatory	Intervention and 'catch-up' time (see SEND)
Sharing and Planning	1h 15m	Mandatory	Sharing Time/Planning Time

**Key Stage 1: Optional after school enrichment opportunities 4.00– 5.00 pm**

**Voluntary, inclusive, residential trips and school journeys (Half-termly, minimum)**

Beach day, Moor day, A day in the life of a postman/firefighter/actor/lawyer, Exeter Forest School, Clip and Climb, outdoor education experiences

**School Clubs**

Drama, Dance, Animation, Art, Creative Writing, Young Designers, Photography, Music Makers, Musical Theatre, Photography, Radio, Taiko Drumming, Young Scientists, Additional Spanish, Coding. Sports including: Football, Cricket, Rugby, Gymnastics and Athletics

Key Stage 2			
Compulsory school day: 9.00 am to 4.00 pm			
Subject/other activity	Hours per week	Mandatory / Voluntary	Comments
English	7h 10m	Mandatory	Includes 50m daily English revise and revisit
Mathematics	5h 50m	Mandatory	Includes 50m daily Maths revise and revisit
Science	2h	Mandatory	Taught as discrete subject and through projects
Computing	40m	Mandatory	
MFL	40m	Mandatory	
Art, Music and Drama History, Geography, RE and Citizenship	3h 20m	Mandatory	Project based Learning
PE	2h	Mandatory	
Whole School Reflection Time (Daily act of Collective worship)	1h 15m	Mandatory	Whenever possible we will use the Outside Theatre space for this time
The Big Sing	50m	Mandatory	Uplifting Singing and movement, energising everyone for the day
Myself and the world	50m	Mandatory	Relaxation Time/Character Time/ Cultural Enrichment
Independent Learning Time	2h 30m	Mandatory	Intervention and 'catch-up' time (see SEND)
Sharing and Planning	1h 15m	Mandatory	Sharing Time/Planning Time

**Key Stage 2: Optional after school enrichment opportunities 4.00– 5.00 pm**

**Voluntary, inclusive, residential trips and school journeys (Half-termly, minimum)**

River Study day, A day in the life of an Evacuee, Exeter Forest School, Clip and Climb, additional outdoor education experiences

**School Clubs**

Recorder, Ukelele, Debating, Drama (accredited). Sports including: Football, Cricket, Rugby, Gymnastics and Athletics

<b>Key Stage 3</b>			
<b>Compulsory school day: 08.30 am to 4.00 pm. (60 taught hours per fortnight)</b>			
<b>Subject/other activity</b>	<b>Hours per week</b>	<b>Mandatory / Voluntary</b>	<b>Comments</b>
English	8h	Mandatory	
Mathematics	8h	Mandatory	
Science	8h	Mandatory	
MFL	6h	Mandatory	
History	4h	Mandatory	
Geography	4h	Mandatory	
RE	2h	Mandatory	
PSHE	2h	Mandatory	
Computing	4h	Mandatory	
Drama	4h	Mandatory	
Music	4h	Mandatory	
PE	6h	Mandatory	
Tutor time	2h 30m	Mandatory	Additional to taught hours

<b>Key Stage 4</b>			
<b>Compulsory school day: 08.30 am to 4.00 pm. (60 taught hours per fortnight)</b>			
<b>Subject/other activity</b>	<b>Hours per week</b>	<b>Mandatory / Voluntary</b>	<b>Comments</b>
English Language	8h	Mandatory	
English Literature	8h	Mandatory	
Mathematics	8h	Mandatory	
Science	10h	Mandatory	
Humanities option	5h	Mandatory	
MFL option	6h	Mandatory	
PE	6h	Mandatory	
RE	2h	Mandatory	
PSHE	2h	Mandatory	
Computing	4h	Mandatory	
Option 1	5h	Mandatory	
Option 2	5h	Mandatory	
Tutor time	2h 30m	Mandatory	Additional to taught hours

<p><b>Key Stage 3 and 4: Optional after school enrichment opportunities 4.00 – 5.00 pm</b></p> <p><b>Clubs</b>  Speech and Drama, Maths, Drama, University mentoring, Rugby, Basketball, Netball, Badminton, Duke of Edinburgh award preparation</p>
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## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

### The 5 driving principles

The school will be a centre of excellence for teaching and learning. It will provide a creative education which will eliminate the gap for disadvantaged children by focusing on excellent Maths and English provision, outstanding staff and using the Growth Mindset to nurture the skills we all need to develop. The school will be embedded in the local community and provide varied opportunities for children to engage in exciting extra-curricular activities. The school will be driven by 5 underlying principles.

#### **Principle 1: Creative Ethos, “Explore, Create, Shine”**

**Creativity is the act of turning new, imaginative and innovative ideas into reality.** The ability to generate innovative ideas is not merely a function of the mind, but also a function of five key behaviours that optimise the brain for discovery, namely<sup>1</sup>:

- **Associating:** drawing connections between questions, problems or ideas from different subjects or fields
- **Questioning:** posing queries that challenge common assumptions or ways of thinking
- **Observing:** scrutinising the behaviour of all stakeholders - colleagues, teachers, students, experts, guests, to identify new ways of doing things
- **Networking:** working alongside and teaching alongside pupils and students with different ideas and perspectives
- **Experimenting:** constructing interactive experiences and provoking new and exciting responses to see what insights emerge

The notion that “talent” or “genius” to think and achieve creatively is something that you either have or do not have, and that it is entirely genetic, has been exploded in recent years<sup>2</sup>. Researchers examined outstanding performance in the arts, mathematics and sport to find out if the widespread notion that creative talent is innate holds up. The study concludes that excellence is determined more by opportunities, encouragement, training, motivation and most of all by practice and mastery of the particular skill being honed. The school subscribes wholeheartedly to this view.

In business, **creativity gives you a competitive advantage, by adding value** to your service or product and differentiating your offer from the competition. In school, creativity adds enrichment and value to the education of the children, engaging them and ensuring that the gaps narrow between socio economic groups over time.

Creativity in the school will begin with a foundation of knowledge, requires learning in a disciplined way and with mastery in English and Mathematics, but allows the National Curriculum to be taught and learned in ways that include experimenting, exploring,

observing, questioning, using imagination, networking within and beyond the peer group and drawing out associations across the subject areas through project-based learning (PBL).

The **creative curriculum** is therefore based on the notion that by teaching the National Curriculum in a way that focuses on the key behaviours above, in pupils and teachers, by **underpinning this with the latest research and the focus on building character and a Growth Mindset** in pupils and teachers, excellence in all areas of academics, sport, arts and the enrichment programme can be achieved. Evidence suggests that this also significantly narrows the gap.

- **Creative Teaching and Learning** - Teachers and learners use their creative skills to continually progress and innovate.
- **Creative Environment** - The indoor and outdoor environments inspire creativity. Key features being indoor and outdoor stages to support and inspire performance as part of the creative curriculum.
- **Creative Improvement** - Creativity is used to drive excellence in the school, not just in education but also in systems, administration and strategy.
- **Creative Beacon** – An exciting, enriching and welcoming place for all. Families are regularly welcomed into school as an essential part of each child's learning journey. Constantly looking for new and creative ways to engage with the wider community, the ultimate aim is for the school to be a source of inspiration for its peers.

A centre of excellence in demonstrating how the National Curriculum can be taught in a creative, innovative and exciting way, the school will contribute to and follow a joint CPD programme across the MAT.

Through an innovative and exciting curriculum and approach, pupils and staff will become confident, creative individuals with a thirst for learning. Pupils will develop the ability to approach their learning in a creative way and then apply this approach in their daily life and on into the working world. Through both memorable and challenging learning experiences they will gain resilience and confidence and have high aspirations for their future regardless of their socio-economic background.

The entire community will feel the excitement of learning. Pupils will always have an answer to that typical question 'What did you do at school today?' ...their response will never be the standard 'nothing' but they will always be able to recall, with excitement and enthusiasm, a learning experience from their day.

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<sup>1</sup> See Studies by Clayton M Christensen and his researchers "Innovator's DNA"

<sup>2</sup> See studies of Professor Howe and Dr Jane Davidson at Exeter University, and "Genius Explained" by Professor Howe, Cambridge University Press (June 4, 2001).

## Principle 2: Excellence in English and Maths

In addition to the discrete, rigorous, subject teaching of English and Mathematics, the pursuit of excellent outcomes for every child will be achieved through the application of these subjects being embedded throughout the creative and dynamic curriculum. This will ensure that children practise their core skills and also demonstrate relevance to all other areas of learning.

### English

Ofsted's research into schools that fit with the creative profile demonstrated the greatest positive impact on achievement;

*'Schools in challenging circumstances - those with a higher than average proportion of pupils eligible for free school meals, low attainment on entry and high rates of pupil mobility – showed the greatest improvements in: pupils' ability to draw discerningly on a range of data and work collaboratively to solve problems; their reading and writing; their speaking and listening; and their personal development.'*<sup>1</sup>

The school will promote a passion for reading and the profound impact that enjoyment of reading can have on an individual's engagement with learning and their understanding of the world. The individual reading scheme will be of high quality books 'banded' to the Reading Recovery 'book bands'. The books will be engaging, relevant and regularly updated; children will have access to an outstanding library and free choice of books within their allocated band. Children's home reading will have a high profile and they will develop reading skills in whole class sessions, small groups and individually.

The '**Fast Phonics**' scheme will be used for phonics and spelling. This is a very structured and fast-paced program which systematically develops children's knowledge and application of knowledge of all '44' phonemes in our complex sound system.

Incorporated within this program is the teaching of key and tricky words. Children rapidly become familiar with the structure and pace of these sessions and research within current settings has produced significant results.

Regular assessments (See Section D2) will ensure that children progress at their expected level. Where children are above or below their expected attainment range, additional sessions will be provided in Independent Learning times.

At the beginning of Year 2, children will progress onto the '**spell it, read it, spell it**' program. This program extends and consolidates phonic knowledge and applies this to spelling whilst continuing to develop the reading and spelling of key and tricky words.

At Key Stage 2, children will continue to have phonic warm ups but then move on to the systematic teaching and learning of spelling lists for Years 3, 4, 5 and 6.

Children's grammar skills will be taught directly using the correct vocabulary from Year 1. The teachers will use the '**Sentence Toolkit**' as developed by Babcock Devon.

Handwriting will be valued in assisting children to remember the shape of the word in spelling and children will be encouraged to take pride in their written work.

Developing children's speaking and listening skills will be an essential component of the success of the curriculum. At the core of good classroom practice is a place where what pupils say forms a key part of the direction of learning. This also requires excellent active listening. Pupils will be taught the importance of good advocacy, both in their school lives and life after school. Using drama as part of creative teaching will impact confidence and cognitive development.

In the all through school setting, progress will be enhanced by the deployment of English specialist teachers and other support resources between the phases. Furthermore, the school will be able to draw on experience and expertise from schools across the MAT.

## Mathematics

In this all through school, the availability of specialist teachers for both primary and secondary phase mathematics is a powerful driver for the improvement of outcomes. Secondary phase maths specialists will be used to support the development of Maths Mastery at Key Stages 1 and 2 and extensive, cross-phase, use of resources will be deployed to support children in the secondary phase who may have gaps in their learning from much earlier on.

The school will equip children with sound number knowledge and an excellent understanding of key mathematical concepts, by means of a bespoke Maths Mastery programme.

The Maths Mastery programme will expose children to common content at the same speed, allowing them to develop a deep and lasting understanding of the key concepts before moving on to new content. Rapid support will be provided, for children who require it, to grasp each concept; the pairing-up of pupils who have a good mastery of a concept with those who are still developing will create a fantastic opportunity for both children to deepen their understanding.

The Maths Mastery programme will bring:

- An expectation that ALL children are capable of high achievement in mathematics.
- Differentiation only through depth of knowledge and through individual support and intervention.
- Methodical curriculum design, well-crafted lessons to form deep conceptual knowledge of key mathematical principles. Informed by drawing on evidence in the classroom, CPD and discussion with other teachers.
- Practise and consolidation using varied methods to maintain interest and build fluency.
- Precise teaching of key concepts and technical proficiency in tandem. Regular discussion in class and precise questioning to test and assess understanding followed by rapid intervention where required.
- Extra support and intervention when difficulty or misunderstanding is identified – including the maths revisit at the end of the school day.

- A detailed structured curriculum supported by excellent resources (including Mathletics – see further below) with both concrete and pictorial examples.

The outcome will be:

- All children who are fluent in fundamental mathematical concepts and able to recall and apply knowledge efficiently. This is the Maths Mastery goal.
- Broadly, pupils will move through the material at a similar pace and all children will be secure in their understanding before moving on.
- Pupils who grasp concepts quickly will be challenged with more sophisticated problems, deepening understanding, before moving on.

For several years, the Multi Academy Trust has been developing a highly personalised approach to teaching and learning mathematics. Through an application, used in the classroom and at home, the content delivered to each learner is tailored according to data captured from their interaction with the system. This has already had a very successful impact on students' outcomes and particularly those who are most disadvantaged; its development continues.

As an additional learning platform, the school will subscribe to the Mathletics programme which has proved to be widely successful in primary schools across the UK. The University of Oxford recently carried out a study which found that the outcomes from schools making regular use of Mathletics are significantly better on a range of measures than those that do not use Mathletics

### **Principle 3: Outstanding Staff**

*“The quality of an education system cannot exceed the quality of its teachers”.<sup>ii</sup>*

Success will be built on a team of outstanding teachers who are able to maximise opportunities for creativity and deliver the school's vision. Expertise in recruitment, structured induction, professional learning and development and performance management will be used to recruit and develop a team of outstanding teachers. This process will draw on the shared expertise of the MAT leadership which has significant experience of recruiting high quality teachers and using their expertise flexibly across a range of school settings.

The staff will be the school's single most important resource in promoting inspiring learning and excellent progress. The recruitment process will aim to find passionate creative practitioners. On appointment, staff will be trained on the approach (see Section D3) and subsequently supported by their more experienced peers to deliver the creative curriculum. Observations, both formal and informal, will be carried out in a positive way with an 'open agenda' or 'specific focus'. Targets will be set and then evaluated within the next half term. Each teacher will be appointed a 'critical friend' and encouraged to build up a relationship of trust around which they can discuss and

support one another. Good assessment and feedback can be the difference between success and failure. The school will also be supported by the MAT's Director of Performance who has developed a cross-phase data system to track the performance of schools, departments, micro-groups of students and individual children. This will enable the school to use data, forensically, and intervene early to support individual students as soon as the school is open. This also facilitates very effective school to school support which, over time, could extend to other MATs.

The quality of each teacher's classroom practice will be judged by looking at a range of evidence. Senior leaders will look at teachers' planning, children's books, progress children are making and will talk to the children about their learning. Teachers will be given clear guidance about what they are doing well, and specific targets for improvement. These targets will be evaluated within the next half term.

The Senior Leadership Team will triangulate evidence to support judgements on the quality of teaching, including strengths and weaknesses, from a range of school self-evaluation activities and relate these regularly to appraisal targets.

Teachers will be highly trained and will, in addition, be issued with creative resources which promote and support good creative practice (see Principle 1 above). There is an annual INSET programme throughout the MAT focussing on current theories and best practice in teaching and learning across all relevant phases and subject areas. All staff will take part in training alongside colleagues from partner schools.

Careful deployment of staff into senior and middle leadership roles will be focussed on ensuring that the school develops outstanding distributed leadership. This will require careful consideration of teachers' strengths and weaknesses and a commitment to professional development. In-school training and external CPD including the NCSL's National Professional Qualification for Middle Leadership course.

The school will have access to the MAT's wide variety of established external partnerships which offer extensive leadership CPD; these include the South West Teaching School Alliance, Exeter Teaching School Alliance, PIXL, Challenge Partners and SSAT. Such partnerships will assist the school in talent-spotting early and providing bespoke leadership training opportunities. The variety of schools, phases and settings within the MAT gives staff a wealth of potential career development opportunities as evidenced most recently by the development and growth of the Cranbrook Education Campus.

The school's motto, "Explore, Create, Shine", and the principles enshrined in it, will apply equally to its teachers and to its pupils.

#### Principle 4: Character and the Growth Mindset

The school will adopt an approach for pupils and staff rooted in the Growth Mindset and which also explicitly aims to develop eight key character strengths which research shows are the strongest predictors of success in life after school that is success as measured in leading happy, engaged and successful lives<sup>iii</sup>. These character strengths are:

- Integrity
- Enthusiasm
- Determination
- Self-control
- Optimism
- Gratitude
- Empathy / Social Intelligence<sup>iv</sup> and
- Curiosity

Character and the Growth Mindset are at the core of the school's creative ethos. For the children, for the adults who support the children and for the school's excellent staff, the importance of building these character strengths and the importance of approaching learning with a Growth Mindset rather than a fixed mindset will be infused into every aspect of school-life.

#### Character and the Growth Mindset in practice

The core ethos of character and the Growth Mindset will become a reality in the school by the following means:

- Powerful, excellent leadership: the Senior Leadership Team will be effective academic and organisational leaders who subscribe to the character and Growth Mindset ethos of the school. All eight character strengths to be fostered in the children will be evident in the school leaders and governors who will lead the school by example.
- Delivery of a challenging and creative curriculum with a focus on excellence in English and Maths by highly trained, excellent staff. This will demand and foster the character strengths of **Determination Self-control, Enthusiasm and Curiosity** in both teachers and children alike.
- High Expectations: "*Children develop only as the environment demands that they develop.*"<sup>3</sup> Clearly defined and measurable high expectations are set for academic achievement, character and conduct in all pupils. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance, character and conduct.
- Focus on results, both quantitative measures and qualitative measures. (See Section D2) this fosters **Determination and Self-control** as well as **Enthusiasm** when these qualities lead to good results.

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<sup>3</sup> Sherman & Key, 1932

- Extending the school day to provide sufficient time to achieve the challenging curriculum including time specifically spent focused on learning about the eight key character strengths, and providing an after school programme of enrichment beyond the classroom. Many of the enrichment activities will be used to reinforce the development of the eight key character strengths – e.g. debating, performance, and competitive sports encourage **Enthusiasm, Curiosity, Empathy, Determination and Self-control**.
- A strong partnership with the local community in and around Exeter. Strong community engagement between the pupils and the wider local community will help foster **Enthusiasm, Optimism, Gratitude, Curiosity and Empathy** in the pupils of the School.

The focus on building character strengths and the Growth Mindset is an excellent tool to assist in eliminating the gap, as it actively challenges the notion that innate talent leads to success. This too often entrenches socio-economic inequalities in the starting points of pupils such as those likely to be evident in the expected pupil profile of this school. (See further below: “Eliminating the Gap”).

- **It challenges barriers that feed the underperformance of Pupil Premium children.** It is expected that FSM pupils will comprise up to 24% of our pupils. The approach of character and the Growth Mindset has reaped success in the KIPP schools in the USA in areas where over 80% of pupils are typically eligible for the FSM equivalent.
- **It raises expectations, aspirations and attainment in pupils.** This is particularly important for FSM pupils who perform badly in many local schools. Research found that three times as many pupils trained in the Growth Mindset group showed increased effort and engagement in comparison with traditional methods.
- **It is most likely to enable pupils to ultimately complete university degrees, particularly those from disadvantaged backgrounds.** Research from the KIPP Foundation found their alumni who completed a first degree showed disproportionately high levels of the character strengths of optimism, persistence and empathy/social intelligence. DfE research on degree completion and social mobility demonstrates that the progression from a degree into a high-status career is directly correlated with prior attainment at school level. Therefore, setting FSM children on a path to high attainment, throughout primary and secondary school, is vital to ensure that they complete degrees and ultimately, in adult life, move into high-status professions.
- **It provides a platform for long-term fulfilment for children of all backgrounds.** Exeter is a diverse area with children from a wide range of backgrounds, including some very affluent children. Research indicates that these children are likely to suffer anxiety as a result of parental expectations and flag when they encounter difficulty. Providing pupils with an understanding from a very early age of the determination required to keep going in difficult situations and a clear framework of character development and the Growth

Mindset equips them well for setbacks later in life and develops confidence to continue to learn.

### **Key Performance Indicators in the context of character and the Growth Mindset**

All pupils at the school will be capable of success and the following will be the key performance indicators:

- **Pupil performance:** (See section D2)
- **Character:** all pupils demonstrate a Growth Mindset and the awareness and growing development of the eight key character strengths.
- **Enrichment:** all pupils will be encouraged actively to engage with after school enrichment programme
- **Pupil conduct and courtesy:** (See section D2) all pupils should demonstrate outstanding behaviour as measured by Ofsted ratings for behaviour.
- **Pupil attendance:** pupil attendance should exceed national average. Pupil attendance is expressly linked to character development, in particular the valued qualities of Enthusiasm, Determination, Self-control, Optimism and Gratitude.
- **Eliminating the gap:** the school achieves eliminating the gap between FSM and non-FSM pupil outcomes.

The ethos of character and the Growth Mindset will help to ensure that all pupils are given the maximum chance of success, regardless of socio-economic background, looked after status or SEND.

Parents, staff and pupils will sign up to a commitment in relation to this ethos. The school will run parent workshops and training sessions for parents to ensure that all families understand fully how to reinforce character and the Growth Mindset at home, and how they can best support their children in meeting the high expectations of the school in relation to academic success, conduct and character.

### **Principle 5: Community Engagement**

Like the Cranbrook Education Campus, the school will be central to, and serve, a brand new community and will make an important contribution to the development of cohesion and community life.

Having attracted families to move into this new area of development, the school will be the place where they can meet and where opportunities are created for people from different backgrounds to connect and build relationships with each other.

*".....most mixing across social groups takes place between children. It is these contacts - in nurseries, playgroups, schools and in public spaces - that provide opportunities for adults to meet and form relationships. Children provide a common ground and shared interest between people in different tenures."*

In a new community, social capital is yet to be established. It is important for the wellbeing of the wider community that the school is able to provide a hub for community life, so that groups can begin to form and social capital can be built.

It is important that engagement with families is strong from the beginning and that strong community relationships are built on the foundation of the school's good reputation. Sharing space is an important part of this so that people feel comfortable with using the school and so that the school is able to build community partnerships that will benefit everyone in the longer term. A governor will be appointed with the specific remit to support outreach and engagement with the community.

In addition to fostering the eight character strengths detailed above, effective engagement with their local community can teach children about social action and values of caring for each other, tolerance and acceptance. The children will grow into responsible, active citizens and compassionate and caring adults. (See Section D4)

The project-based and relevant creative curriculum will provide regular opportunities to involve the whole community in promoting the values of respect and inquiry for all and developing novel and exciting ways of reaching out to people of all ages and from all walks of life.

The LEA is keen for the school to service the needs of the developing community and to have a flexible approach. In particular it is likely to be a hub for families moving to the area and a vital asset in servicing their needs.

*'While the education landscape is becoming more diverse, the important role schools play in the wider community remains undiminished. Schools are a focal point for communities, especially in rural areas where there is sometimes a lack of community infrastructure.'*<sup>vi</sup>

### **The inspiring creative school environment**

The school will benefit from:

- Well-resourced classrooms to enable teaching to be responsive and spontaneous.
- Fluid indoor/outdoor environment for all ages with teachers taking many opportunities for teaching and learning outside and using the outside environment to inform classes.
- Inspiring spaces including a purpose built theatre at the heart of the school which will be used for rehearsals, theatrical and musical performances, debates and whole school gatherings.

## The classrooms

As well as the environment facilitating and supporting the on-going learning in our projects, specific independent times will be central to the children developing 'Self-control', 'Determination' and 'Curiosity'. On a weekly basis, primary classrooms will be set up with new 'challenges' in different areas of learning. In time the children can assist in writing these challenges and questions and thus increase their relevance and ownership. Children will have a responsibility to manage their exploration of these tasks and have them completed in a set time.

Central to the creative environment will be the indoor and outdoor stages; constant sources of inspiration and motivation as pupils drive towards the presentation of their learning. These stages will be used for a wide variety of other activities; the daily Big Sing (a different class leading each week), whole school reflections, debating, visiting performances including some from other schools, as part of the enrichment program and end of term shows.

## Computing and digital skills

Ubiquitous access to technology will accelerate the productivity of learning. All stakeholders will be empowered to make decisions about when and when not to use technology, considering efficiency, practicality and above all a focus on improved learning outcomes.

Administrative and support staff will use technology to bring greater speed and efficiency to their daily tasks, teachers will use an 'about, through and with' approach – teaching about technology, with technology and through technology. Students will have equitable access to the latest tools to support and enhance their learning opportunities. Specific and essential digital literacies will be developed including e-safety, keyboard skills, effective search techniques and coding.

The school will utilise an established and successful data analytics system that has been created by the MAT. This will give detailed and forensic information about how each student is progressing over time which will enable staff to assess and reward using the Growth Mindset values. The system will be set up to ensure consistency throughout all phases of the school.

## Creative curriculum overview

The school will aim to achieve outstanding standards in English and Maths complemented by an exciting and ambitious creative curriculum. Developing a Growth Mindset and focusing on the eight key character strengths will support good practice and accelerate progress for both teachers and pupils

The creative curriculum encompasses a project based learning approach where pupils' learning and subject coverage is based around one key question/theme. These projects are both creative in their design and in the experiences they provide and are *always* purposeful driving towards an end goal e.g. a performance, presentation, exhibition etc. The projects will be *relevant* to the pupil intake and their specific interests and academic needs. By making this curriculum relevant, pupils

feel ownership of their learning achieving high levels of engagement and outstanding mastery in all areas of the National Curriculum. This process is supported and inspired by an outstanding creative environment both physical (ie. learning 'zones' in free flow indoor/outdoor classrooms) and cultural; learning is explicitly linked to and enhanced by the development of the eight character strengths and the Growth Mindset.

*'Talented people who think their intelligence and abilities are fixed quantities and who spend their time 'documenting' rather than 'developing' their intellect, are less likely to succeed than those who embrace life-long learning and who work hard to gain what education has to offer them: these are the people with a 'growth mindset'.<sup>vii</sup>*

**Creative links** - This is the process of investigating *one* big question whilst developing skills and understanding in a *number* of curriculum subjects (where appropriate including English and Maths). Teachers will be supported to develop high quality projects that are exciting, challenging and provide broad and balanced creative teaching and learning across a wide range of subjects. The coverage of these projects will be mapped and monitored to ensure broad and balanced subject delivery over the year and through the school.

**Creative teaching and learning** - Learning will be based on carefully constructed key questions and pupils engage creatively to find answers and solve problems. The teachers will ensure that this learning journey is relevant to the academic needs and the interests of the pupils, using their imagination and creative skills to make the process engaging. In turn pupils will take ownership of their learning and become active participants working alongside the teacher to develop their own ideas and to make suggestions about the direction they'd next like to take. Learning will lead to a 'Grand Finale' when the pupils and teachers share their learning in a creative way with the school community.

**Creative use of our human resources** - The wider community will be engaged to assist with the projects. For example, a governor on the LGB who works in ICT might be asked to talk about technology of the future or a visit from a local artist might be arranged to assist in making a 3D installation of 'the Planets'. Staff will work in creative teams (see staffing in Section D3) collaboratively brainstorming their ideas which then transfer into exceptional classroom practice.

### **Getting creativity right**

Teachers will benefit from ongoing support and training in being 'creative' practitioners. Time will be set aside in staff meetings for training in the creative ethos of the school and the timetable will be organised so that teachers collaborate and have shared PPA time for

planning. They will be monitored around the key components of success and CPD related to ongoing research. This will result in the continuous development of high quality creative teaching in which rates of progress are accelerated.

Teachers will monitor and assess coverage and progression of key knowledge and skills across the curriculum as well as hours covered.

The projects will use the New National Curriculum to support, direct and lead learning. It is an expectation that teachers be familiar with the skills and knowledge expected within their year group.

The foundations, laid down in the primary phase, will be built on as children move into and through Key Stages 3 and 4. Continued recognition of effort before attainment will further support the development of resilience and problem solving strategies. The ongoing development of character and the Growth Mindset will encourage children to become confident independent learners and thus able to realise their full potential as they move from primary through secondary school and beyond into further education and training.

### Enrichment

Equality of access, creating opportunities for each child to learn and develop as a person is a central part of the ethos. This will be exemplified through an ambitious range of enrichment activities offered through the curriculum and a range of after school clubs. Some of these clubs will be financed by a small charge to parents but the pupil premium will be utilised to fund these activities for those who attract the premium. There will be an expectation that children attend enrichment activities at least 3 times per week. The school will encourage this attendance by inviting parents to come and see the range of activities and highlighting the benefits through the home-school agreement.

The surrounding area has a wealth of history, a rich cultural life and a diverse geography and ecology - from the National Parks (Dartmoor and Exmoor) to the Jurassic Coast, creating plenty of opportunities for **educational visits** that can build on and enhance the curriculum.

**Music** will be a key part of the curriculum. Music develops skills in listening, rhythm, self-control, language, reading, vocal skills and can build determination and confidence through performance as an individual or as part of an ensemble. All pupils will have the opportunity to learn an instrument as part of after-school activities. This will be supported by musically talented parents and teachers and, initially, delivered as whole class teaching rather than individual tuition. It is hoped that the Devon Wider Opportunities programme will help with access to instruments. As children progress they will be encouraged to take Associated Board examinations in their chosen instruments. Children will also have the opportunity to be part of the choir.

**Drama** is an excellent way to support the development of language initially through roleplay and as the children's performance skills develop through theatrical work. It will enhance their understanding of literature and can be used to develop their understanding and knowledge of history. Drama is an important part of personal development, being able to explore different responses and ways of communicating with each other. The children will be encouraged to participate in performances and to take LAMDA awards.

**Dance** is a part of physical education as well as a creative form of expression and helps children to develop their coordination and spatial awareness as well as their memories and ability to sequence movements. The children will be encouraged to be part of Dance Group and to take RAD awards.

**Sports** activities will be of high quality and inspiring. The school will also be able to utilise strong sporting partnerships that have already been developed across the MAT particularly the sport in the community programme to vary the range of activities that the students can engage in during and outside the school day. Children will be encouraged to take awards where these are available.

### **Eliminating the Gap**

The pupil cohort is likely to include a higher proportion of children from disadvantaged backgrounds compared with the Devon average. However, other children will be attending from more advantaged socio-economic groups. The educational plan takes measures to ensure that the school provides a high quality, creative and rigorous education for all children, to promote high aspirations and enable them to progress confidently throughout their education. In this context, the mixed cohort from different socio-economic backgrounds, will be a great strength of the school.

As highlighted in the vision, one of the central aims of the school is to eliminate the gap in attainment between children from disadvantaged socio-economic backgrounds and other pupils, thus reducing the social-economic divide that otherwise impacts at secondary school and on future chances of entering university:

*'In England students from the highest social class groups are three times as likely to enter university than those from the lowest social class groups<sup>viii</sup>'*

Research shows that, where schools have outstanding provision which eliminates the gap, the following interventions are key to that success - and these will be a feature of the school:

- An all through school approach to eliminating the gap combining resources across the phases to ensure early intervention

- *'Equity of outcomes and provision for all pupils should be part of the whole school vision and driven by effective leadership at all levels'<sup>ix</sup>*
- Excellent leadership and professional development for staff to enable improvement. Ted Wragg MAT believes passionately in narrowing the gap. The school will benefit from extensive senior leadership experience, across the MAT in all phases, to narrow the gap for the most disadvantaged students and raise aspirations. Schools within the MAT work very closely with Exeter College and Exeter University to support children of all ages to continue with their education post 16 and aspire to go to university with real success in the last 5 years. The school will benefit from this work and these established partnerships.
  - *'Collaboration between schools is vital ..... developing effective partnership as schools design their own research .....on closing attainment gaps for vulnerable children in their own settings'<sup>x</sup>*
- Providing rigorous teaching in Maths and English, including daily opportunities for teachers to assess all children's learning, allowing immediate intervention where children need individual or small group support. The all through school will be very well placed to utilise cross phase subject specific expertise to support the most disadvantaged students which will enable a far more effective use of resources. For example, there will be a cross phase Mathematics lead who will develop an effective early intervention programme:
- Giving children regular opportunities to be involved in planning their learning, sharing outcomes and being a co-participant in their learning at all levels.
  - *'Put children at the centre of the learning process by involving them in marking work alongside the teacher, or enable them to decide upon a stimulus for writing or agendas for reading clubs'<sup>xi</sup>*
- A system of immediate reward for teachers and children to celebrate every small success. The Growth Mindset and key character strengths approach, will help children to recognise these successes and how they can continue to develop.
  - *' Schools that established high levels of pupil self-esteem by celebrating even the smallest of gains... As were those which concentrated on improving pupils' attitudes to learning.'<sup>xii</sup>*
- Consistent and effective data tracking to quickly identify which children need support and prompt intervention.
- Offering children opportunities to 'do' and 'get involved' in their learning. Providing experiential, project based, memorable learning experiences which will mean more than average progress for students. An example of where a project based learning with excellent teaching, rigorous data tracking and targeted support is making the difference is School 21.

- Opportunities to engage in high quality, inspiring sports and arts activities through our enrichment plan.

A recent report by C4EO recognises that

- *‘schools that are successfully closing attainment gaps are also broadening pupils’ horizons by offering experiences and opportunities that they are unlikely to otherwise receive’<sup>xiii</sup>*
- Developing partnerships with parents and families and ensuring they are invested in their children’s education. We need to capitalise on the fact that families from all backgrounds do, in fact, have high aspirations for their children at primary school age:
  - *‘The Millennium Cohort Study shows that the mothers of seven-year-olds have almost universally high aspirations for them – for example, 97 per cent of both poorer and richer mothers say they want their child to go to university.’<sup>xiv</sup>*

Children will leave the school as flexible, resilient, self-confident lifelong learners. Through the broad, balanced and creative curriculum, children will learn to love learning. Excellent and dynamic engagement will mean they move through the phases excited about the challenges ahead, knowing they have the skills and ability to meet them.

The Growth Mindset, key character strengths, creative and aspirational ethos will equip pupils to consider themselves able to **Explore, Create and Shine** as they pass through each phase of the school. Consistent exposure to this environment, potentially between the ages of 6 months and 16 years, will target and eradicate the lack of self-confidence which can stifle ambition in those from disadvantaged backgrounds. The incredible recent success of the London Academy of Excellence in Newham, one of the most deprived areas in the country, is testament to what can be achieved through a free school which has, at its heart, a culture of high expectations for all pupils.

## Education for All

### **SEND, EAL, Pupil Premium**

The school will provide high quality education for all. Expectations for all children should be high regardless of gender, ethnicity, religion, socio-economic status or Special Educational Need or Disability. The philosophy for SEND extends to include all pupils who are not achieving their potential not just those with a specific identified ‘label’ of need.

Predicted data based on other surrounding schools and the probable school profile suggests that 24% of pupils will have a free school meals entitlement, 5% English as an additional language and 5% an EHC plan; the overall SEN provision is likely to be higher. Both the curriculum design and rigorous provision mapping will provide exceptional outcomes for children with SEND.

The MAT is passionate about inclusion and ensuring that all its mainstream schools can support children with often complex SEND needs. As it grows, the Trust is developing MAT-wide systems and support including a designated educational psychologist, senior SENDCo (working across schools), specialist support for autistic students and specialist TAs who can provide training and support across schools. The all through school will have the ability to pool resources to provide early intervention and support for SEND students and their families. The MAT's experience at the Cranbrook Education Campus shows that this way of working gives children a far greater chance of success as they progress through the school. The MAT has a proven track record of excellent outcomes for children with SEND by ensuring they have a personalised, aspirational curriculum along with access to the very best teachers throughout their time at school. Transition can be very challenging for a child in any circumstance but with SEND far more so. Therefore, the all through school setting will avert disruption to learning and ensure joined-up and consistent support for its students as they move through the phases.

In years 7 to 11 Achievement Coordinators will scrutinise students' individual data and ensure personalised interventions, where appropriate, are applied. Home school workers will work with vulnerable families and children to support the development of good work habits outside of school.

The school will be committed to all pupils, regardless of need, leaving with a Growth Mindset and key character strengths. With SEN pupils in particular, it will promote independence, determination and optimism.

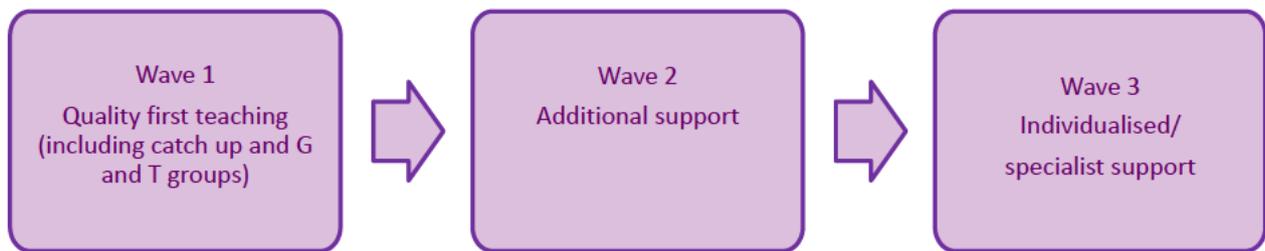
### **Engaging with the Traveller community**

Research shows that the key to increasing the attainment and attendance of pupils from traveller communities is proactive and positive engagement. The school will encourage parents to come in and share their children's learning on a regular basis. In addition to this, the link governor and Parent Support Advisor will be proactive in establishing strong relationships specifically with this group. They will look for positive ways to increase their involvement in school life, demonstrating trust and ensuring the community feel welcomed and valued as an important part of our wider school family. At a grass roots level, teachers will be responsible for establishing strong relationships with these families from the outset.

### **Provision mapping**

The teachers will be highly skilled in assessment and how to *use* this to inform their teaching on a daily and half-termly basis (See Assessment in Section D2). All teachers must map the provision in their classes every half term according to both quantitative and qualitative assessment. Throughout all four key stages, teachers will assess children's progress on a daily basis and where possible respond quickly by providing additional support. The extended school day allows for immediate response for children who may have found certain concepts challenging. In the primary phase, 'Independent Sessions' free teachers to provide quality interventions, which are

both reactive and planned as part of provision mapping as laid out below for KS1 and KS2. This approach along with a slightly modified version for KS3 and KS4, is referred to as 'waves'.



### Wave 1

**Quality first teaching** and **differentiated** learning, this includes additional 'higher ability' and 'catch-up' groups as well as accelerating the sometimes 'lost' middle ability learner.

### Wave 2

**Additional provision** which goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised or small group teaching.

All pupils receiving 'Wave 2' intervention will have a Group Plan or a My Plan as appropriate. Parents will be engaged to understand their role in supporting the pupil to achieve their targets.

### Wave 3

This level of intervention is for pupils who need specialist support or for whom the Wave 1 and 2 interventions are not appropriate. For some pupils, Wave 3 will be a temporary status and targeted support they will move back to Wave 2 and possibly even Wave 1. Others will remain in Wave 3 for their academic career to highlight their continued need to specialist support e.g. a pupil with Cerebral Palsy.

All pupils in Wave 3 will have a My Plan or 'EHC' plan. Each pupil's plan will be written and evaluated with everyone involved. All pupils in Wave 3 will be monitored by the SENDCo.

Pupils within Wave 3 with special and/or additional needs will be fully included with their peers in normal classroom environments with, as appropriate, differentiated work. They will receive *appropriate* support from teachers *and* teaching assistants wherever possible and with the help of specially adapted learning resources. My plans or EHC plans for each pupil will specify SMART targets and learning programmes. These will be reviewed termly and written with parents/carers. Transitional meetings will be planned for all parents with SEND children, to meet with their class teacher and the school's SENDCo.

The school will be committed to every pupil in the class being the first responsibility of the teacher regardless of the level of support provided additionally.

## **SENDCo**

Teachers will be supported by a qualified SEND Co-ordinator. The SENDCo will also be responsible for closely monitoring pupils in Wave 3 and managing specialist interventions. The SENDCo will formally monitor the accessibility of the school and inform the Head of any changes which need to be made to the school in the short and long term. The SENDCo will be supported by the MAT's Senior SENDCo in addition to the Head, a member of the Governing Body and a Higher Level Teaching Assistant.

The school will adhere to the Equalities Act and new SEND Code of Practice. The SENDCo will be responsible for ensuring the school is up to date with changes in legislation and will seek opportunities for professional development which would support the inclusion and achievement of SEN, LAC and EAL pupils in school.

SEN provision and philosophy will be stated in the SEN Policy which, along with the Local Offer, will be clearly laid out on the SEN Information Report in the prospectus and on the school website. All SEN funding will be efficiently and effectively targeted, the outcomes monitored and progress reported.

## **Children with EAL**

EAL children are likely to form approximately 5% of the cohort. In accordance with common policy, EAL children will be fully integrated into mainstream classes. Where appropriate, within Waves 1 and 2, appropriate additional support will be provided (working closely with parents/carers). Detailed assessments will be made so as to ensure pupils' needs are being met and the any additional SEND needs are identified.

## **Looked-after children**

Looked-after children (and those who have previously been looked-after children) are some of the most vulnerable children in society; the school will strive to ensure that their attainment and rates of progress are comparable to other pupils.

To monitor all vulnerable children, including those in school who are or who have been 'looked after' we will appoint a looked-after children Co-ordinator, to work closely alongside the Safeguarding Officer, and manage the writing of Personal Education Plans (PEPs). They will also be responsible for building positive relationships with vulnerable pupils and their families.

The creative curriculum is designed so that children feel ownership of their learning and develop the character strengths and a Growth Mindset. For looked-after children, such an environment and learning culture will directly support and feed into the PEP and consequent rate of progress.

## **Safeguarding**

The school will appoint a senior designated Safeguarding Officer and there will be a recognised safeguarding team which will include the Executive Headteacher of the MAT along

with the Heads of School. All employees, governors, contractors and volunteers will be subject to nationally recognised safeguarding procedures prior to their having access to children at the school. The school will adopt the relevant MAT-wide policies and practice and will ensure that all staff receive regular training and updating according and relevant to their role.

## **Transition**

Pupils from the 0-4 provision will have frequent opportunities to be involved in the wider life of the school and will be regular visitors to the Reception environment. Most children will transfer to Reception in the September following their 4th birthday. For some children this can feel very premature and transition will, therefore, be considered on a flexible, individual basis. Some children may need to be considered for part-time hours or a delayed start to the spring or summer term.

The Early Years teams will develop excellent links with pre-school providers in the area and will be a beacon of good creative practice both within the school and learning community.

For children starting Reception, there will be a home visit as soon as possible after admission has been arranged. Such visits provide excellent opportunities for parents, school and child to explore practical details and expectations. Staff can find out about any relevant family circumstances and special requirements. These visits also provide an opportunity for staff to meet the child in a secure place and talk about their welcome to school, and to discuss with the family the early learning goals, communication and language. These meetings give an early alert for any practical family circumstances that need to be addressed or developmental issues that the school could begin to address at the earliest stage. This will be an opportunity to confirm the Home School Agreement, 'Commitment to Excellence', and discuss how the family can assist their child to achieve through the development of the Growth Mindset and the eight key character traits.

Prior to starting, children will have multiple opportunities to 'stay and play' in the existing Reception classes. Reception teachers will visit children at home and fill out a detailed transition document/plan and will also visit children in pre-school settings.

Being an all through school, it is expected that children will progress automatically from the primary into the secondary phase. This will eradicate the negative impact on attainment and rate of progress often experienced at the point of transition between schools.

An annual, three day, transition programme and a summer school will be created to support those students who will enter Year 7 from other primary schools. In addition, bespoke SEND arrangements will ensure that these children benefit from the best possible experience moving between schools.

## D2 – measuring pupil performance effectively and setting challenging targets

### D2 – measuring pupil performance effectively and setting challenging targets

**Levels of attainment can be raised for all children by setting challenging targets and measuring pupil performance regularly and effectively.**

#### **Baseline**

Children will be evaluated on entry to nursery against the criteria in Development Matters. Pupils who start in Reception without having attended the nursery will receive baseline testing using Early Excellence Baseline. This offers a recognised and widely preferred approach to on-entry assessment as it does not disrupt settling-in routines. As part of their everyday practice, staff will build their knowledge of each child through their observations, interactions and every day activities. They will use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria. Thereafter, assessment in Reception is completed in line with the 'Early Years Foundation Stage' and staff build on the baseline, creating an ongoing record of the pupils' learning using the online 'Tapestry' app. This evidences the child's progress through the Reception year. All staff will have access to tablets on which to record/photograph learning. These records will be completed either as a 'celebration' with a child, or as a silent observer or in retrospect. Such records should not be detrimental to children's learning. Parents will be invited-in, every half-term, to see the journals and to add their own comments, although they could do this at any time online using the app which is accessible from home. During school visits children will be expected to 'child teach'. This is an expectation that the children will, in more sophisticated ways as they grow through the school, 'teach' their parents/carers what they have learnt (an expectation to attend these sessions is in the Home/School contract). There will be two formal parents' evenings during the year.

#### **Assessment and data tracking system**

Assessment is of vital importance to ensure coverage, progression and effective teaching and learning. As in the Foundation Stage, children's progress is to be recorded on tablets. In addition to this, children will be recording their learning in Project Scrapbooks in which they will be responsible for considering which subject areas they are covering. Assessments within English and Maths will also be combined with formal assessments used to compliment Teacher Assessments.

The School Pupil Tracker Online (SPTO) system will be used to monitor progress. Teachers will record judgements about the children's level of understanding of learning objectives, and will summarise attainment as either Emerging, Developing or Secure.

Judgements about attainment will be based on:

## D2 – measuring pupil performance effectively and setting challenging targets

- Statutory Assessment Tasks and Tests at the end of Key Stages 1 and 2, and the completion of the Foundation Stage Profile at the end of the reception year.
- KS1 phonic screening
- Teacher assessment against National Curriculum statements at the end of each half term
- Use of short testing of mathematical reasoning and number work at the end of each half term in KS2
- Standardised NFER tests at the end of each term in KS2
- Reading age and spelling age (or phonic knowledge) assessments at the end of each term in KS2
- Termly data days in KS3
- Annual examinations from Year 7

As children progress through each year, learning new areas of the National Curriculum, judgements will be made in terms of Age Related Expectations. Emerging, Developing and Secure will be the measures used to report each pupil's understanding of the curriculum.

At the start of a year the children would be expected to be **Emerging** as they have only just started working on the curriculum for that year. As the year moves on, in the Spring Term, the Age Related Expectation would be that the children are **Developing** their knowledge of the curriculum and towards the end of the year the Age Related Expectation would be that children are **Secure** in the curriculum for their year group.

It is important to understand that children would not be expected to be working from the curriculum for the year above. Children may, in some cases, still be working on the curriculum from earlier year groups if their teacher feels that this is an appropriate level for them to be working at and they cannot yet access their year group curriculum. The overriding aim is for all children to have a secure understanding of the content of the curriculum for their year group.

Term	Age Related Expectation
Autumn	<b>Emerging</b> – Starting to work on and understand the curriculum for their year group.
Spring	<b>Developing</b> – Developing their knowledge of the curriculum and showing an increasing understanding of it.
Summer	<b>Secure</b> – Working on the curriculum for their year group and showing a secure understanding of it.

## D2 – measuring pupil performance effectively and setting challenging targets

Before moving on to new learning, children should be able to apply their learning in new and exciting contexts thus deepening their learning. The level of mastery that a child is working at will be shown on their termly online report as a hash tag and a number. The number from 1 to 4 will give an indication of the child's ability to apply their learning. This is most easily explained in the chart below.

Depth and application of learning - Overall Mastery Rating			
#1 [Low]	#2 [Expected]	#3 [Good]	#4 [Very good]
About 10% of children will be judged to be in this rating	Most children will be judged to be in these two ratings		About 10% of children will be judged to be in this rating
This is <b>below the expected standard</b> depth of application and understanding. Children do not apply their learning well.	This is the <b>expected standard</b> depth of application and understanding. Average application of learning.	This is <b>above the expected standard</b> depth of application and understanding. Good application of learning.	This is <b>well above the expected standard</b> depth of application and understanding. Very good application of learning.

Judgements will be reported to parents each term using online reports.

Children will regularly invite their parents in to share their learning, which is another excellent opportunity to assess and consolidate skills, knowledge and understanding.

For all year groups, the school's Senior Leadership Team will monitor individual children's progress through the use of half termly Pupil Progress Reviews (PPRs). Teachers will work with senior leaders to identify any children who are in danger of not meeting age-related expectations, and plan additional support or interventions for these children. The effectiveness of this will be monitored at future PPRs, and support and interventions adapted if necessary.

Data around specific skills such as phonics and grammar will be regularly reported to the cross-phase Literacy Co-ordinator and SENDCo who will feedback any significant concerns to the senior leadership.

## D2 – measuring pupil performance effectively and setting challenging targets

### Pupil performance

Aspirational targets have been set which are consistent with outstanding teaching of English and Maths within an exciting, creative curriculum which incites children to be highly motivated in their learning. This will be complemented by excellent formal and informal assessment and rigorous monitoring.

- The school will aim for all children to at least meet the Age Related Expectations outlined in the National Curriculum by the end of each year of the primary phase.
- In the secondary phase, all children will be targeted to make beyond expected progress by the end of year 11.
- The school will seek to ensure that there is no gap between the achievement of disadvantaged pupils and others either in the school or nationally.
- On leaving year 11, no student should become NEET. All leavers should successfully transition to further education or training.

The pupil targets are linked to the New National Curriculum and assessment without levels.

In order to make a comparison with current achievement measures the targets are the equivalent of the following:

- By the end of Key Stage 1
  - o 93% will achieve Age Related Expectations or above in English
  - o 35% will exceed Age Related Expectations in English
  - o 93% will achieve Age Related Expectations or above in Mathematics
  - o 30% will exceed Age Related Expectations in Mathematics
  - o Over 90% will achieve good levels of progress from the end of Foundation Stage to the end of Key Stage 1
- By the end of Key Stage 2
  - o 90% of our children will achieve Age Related Expectations or above in English and Mathematics
  - o 41% of our children will exceed Age Related Expectations or above in English and Mathematics
  - o 90% of our children will make at least expected progress in English and Mathematics from the end of Key Stage 1

## **D2 – measuring pupil performance effectively and setting challenging targets**

- 34% of our children will exceed expected progress in English and Mathematics from the end of Key Stage 1
- By the end of Key Stage 3
  - 90% of children exceed 2 sub-levels of progress in English and Mathematics
- By the end of Key stage 4.
  - At least 90% of students achieve expected progress in English and Mathematics
  - At least 50% of students achieve the EBACC
  - The progress 8 overall score is at least +0.4
  - There will be a target that all children attend enrichment activities at least 3 days per week after school.

### **Behaviour**

The school will have high expectations for personal development, behaviour and the welfare of children, including children's:

- Sense of achievement and commitment to learning through a positive culture that is evident across the whole school.
- Social and emotional preparation for their transition within the school and into the next phase of education.
- Following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others.

The school will implement a cross phase behaviour policy set up through the SIMS ICT system. Positive behaviour will be encouraged through the Growth Mindset ethos using learning behavior profiles.

### **Attendance**

Through providing an exciting, personalised and innovative curriculum, the school expects to achieve high levels of engagement from all its pupils and that children will *want* to attend school. Therefore, the attendance target is 96% in line with local outstanding schools. Furthermore, the school will consider that unnecessary absence is unacceptable and this will be tackled by the senior leaders in conjunction with the MAT's Education Welfare Officer. Absence will be monitored closely and action taken where required to reduce overall absence, particularly unauthorised and persistent absence.

The school will also use its home school workers and MAT support team to provide individual support for families to ensure outstanding attendance in all years. This will encourage partnership and support to navigate around any individual barriers that a child

## **D2 – measuring pupil performance effectively and setting challenging targets**

may have. The MAT has a very good track record of excellent attendance with all member schools consistently above the national average and among the best in Devon. The school will be supported by the excellent external partnerships that have already been established.

### **School Improvement**

The distributive model of leadership will reflect the creative ethos and ensure that staff feel ownership and control and journey with the children towards innovation.

The School Improvement Plan will be openly informed by data and performance management. There will be regular opportunities to benchmark standards in English and Mathematics against schools within the Ted Wragg Multi Academy Trust and other local schools via the moderation workshops set up by Babcock-LDP. Targets will reflect areas for improvement and impact will be measured by changes in data and evidence from teaching and learning. In the initial years this will be led by the Senior Leadership Team. As the staff team grows this will then be informed by the relevant co-ordinators' data analysis, observations and professional development. The plan will be a shared document and a positive reflection of how the school is continuing to develop. The Governing Body will be responsible for monitoring the plan and its successful implementation year on year. This, in turn, will inform the school's self-evaluation document which will assess how well the school is doing overall.

A pupil/teacher/parent questionnaire will be used to gather feedback regularly on all areas of school life. This will involve all stakeholders in assessing whether the school is achieving its vision, and driving change and improvement, where necessary. This process also encourages pupil engagement with the school and its vision. Stakeholders will be informed about the feedback and their views will be taken into account when considering further school improvement.

### **Formative assessment**

Staff will be highly trained and monitored in making assessment for learning an essential part of their daily practice. This will support the Growth Mindset ethos, form a vital role in differentiation and inform future planning. The process also highlights those children who need intervention or extension. Such practice compliments and is the firm foundation on which the creative curriculum must stand to be fully credible and innovative. Pupil progress will be monitored, rigorously, through the systems in common use across the MAT.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Improving teaching**

(See Outstanding Staff, Section D1)

The Senior Leadership Team will triangulate evidence to support judgements on the quality of teaching, including strengths and weaknesses from a range of school self-evaluation activities, and relate these regularly to appraisal targets.

### **Reporting to parents**

A culture in which parents are expected to be involved in a child's education is key to success in closing the gap. After building links with pre-schools and inviting new parents to 'open days', the first home-visit is integral to beginning a positive relationship and articulating the expectation of involvement in a positive light. Parents will be directly involved in the Tapestry program, valued in their contribution to their child's ongoing assessment and progress. They will be invited into school regularly to share in their child's learning and to meet with the teacher. This journey will continue through school as parents will be invited in for 'child teach' sessions, to watch and be involved in performances and to celebrate and, in the primary school, to assist in their child's learning. Parents will also receive a summary of their child's class learning each week, a weekly school newsletter and an Annual Report for their child in the Summer Term.

Children will be set highly aspirational targets and these will be tracked rigorously from Early Years to Key Stage 4.

There will be regular assessments of contentment with the school on all levels via a short questionnaire using the Ofsted Parent View questions and an open feedback option. The school will target 95% positive responses. The school will use social media as a means of communicating with parents and will encourage constructive feedback using these platforms.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

<b>D3 – a staffing structure that will deliver the planned curriculum within the expected income levels</b>								
Year from September...	2018	2019	2020	2021	2022	2023	2024	2025
Exec MAT Head*	FTE fraction to be agreed							
Head of Secondary**	0.4	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Secondary		1.0	1.0	1.0	1.0	1.0	2.0	2.0
Head of Primary	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy Primary	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Primary Teachers	3.5	7.0	10.0	13.0	16.0	19.0	21.0	21.0
Secondary Teachers		5.0	10.0	15.0	20.0	25.0	30.0	35.0
SENCO	0.2	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Asst SENCO	0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0
HTLA for PPA	1.0	3.0	4.0	5.0	6.0	7.0	8.0	8.0
Parental Engagement Worker	0.5	0.5	1.0	1.0	2.0	2.0	2.0	3.0
Learning Support	4.0	8.0	10.0	12.0	14.0	16.0	18.0	20.0
MTAs	4.0	6.0	8.0	8.0	8.0	9.0	9.0	10.0
Caretaker	1.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0
Clerical	2.0	4.0	5.0	6.0	6.0	6.0	6.0	6.0
Clerk to Governors	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

\*The Executive Headteacher has oversight of all schools in the MAT. A fractional commitment will be agreed and employment costs recovered via re-charges from the Trust.

\*\*Head of Secondary phase appointed one term before opening in 2019 hence 0.4 FTE in financial year.

(See organograms at Section D2, Annexe 1)

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

#### **Staffing Model**

With the support of the Executive Headteacher and strategic business, finance, ICT and operational functions of the MAT, the school will recruit excellent staff and make savings in the procurement of goods and services which will be reinvested into teaching and learning.

Given the close proximity of the MAT schools, and all being in Exeter, the school will be able to draw on the MAT's experience of setting up and staffing the Cranbrook Education Campus from the beginning. The MAT now uses creative cross-MAT timetabling for the secondary phase and has effectively utilised staff from the other schools to support Cranbrook staffing where it has been hard to recruit in the first years of opening. For example, the secondary phase the school will be able to draw on subject specialist expertise in all key curriculum areas to effectively timetable as the school is growing.

#### **Staffing our Enrichment Programme**

The enrichment program will be staffed by teachers (on a half termly rotational basis) other providers e.g. [REDACTED]

[REDACTED] As the school expands, so will the number of people engaged in supporting the excellent program. This is also an important way of increasing engagement with the wider school community. The school will also be able to draw on the extensive partnerships that the MAT has built up. For example, the University of Exeter mentoring scheme and the sport in the community links which will help the school maximise the use of its facilities for the benefit of the whole community

#### **2018**

#### **Senior Leadership Team**

The school will benefit from a strong Senior Leadership Team from the first day of opening. This will include the MAT Executive Headteacher; Head of Primary; Head of Secondary (2019); Deputy Head /Early Years; Deputy Head, Secondary (2019). The school will be supported by the MAT Executive Team: Chief Operating Officer, Chief Finance Officer and Director of Performance

The focus of the Heads of Primary and Secondary will be to fully establish the 'Creative ethos' and ensure excellent standards of teaching and learning across all areas of the 'Creative Curriculum' and specifically in English and Maths.

The Heads will be responsible for the development of the creative curriculum and training and inspiring teachers to be confident in pursuing their ideas in a creative way. Staff meetings and directed time will initially be aimed at building the creative

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

ethos. Planning will be shared to support teachers in both being creative and ensuring broad and balanced coverage and high quality attainment in all subjects. The Heads will monitor standards in teaching and learning across all subjects.

The Head of Primary will be supported by a Deputy Head who will lead and coordinate Early Years and Foundation Stage.

The MAT Chief Finance Officer, Chief Operating Officer, the finance team and the ICT support team will assist the Head(s) in the day to day running of the school, budgeting and financial policy, as well as working alongside other Trust schools to set up centralised systems and infrastructures, which will streamline business support processes and procedures. The school will also benefit from accessing Trust wide contracts for procuring goods and services, which will make savings from utilising the buying power. A key part of their role is the responsibility for bringing in extra funding via grants to boost income from the outset.

#### **Teachers and Support Staff**

The early years phase will have at least 1 qualified teacher. In the first few years of opening the school will be able to be flexible regarding the size of the nursery depending on the needs of the community. The Trust has experience of developing responsive nursery provision at Cranbrook which now has one of the largest provisions for early years in the county

In the primary phase, all classes will have a qualified mainscale teacher and at least 1 teaching assistant. The school will also benefit from additional support from the lead school within the Exeter Teaching School Alliance which will join our MAT within the next year.

In the secondary phase, the school will timetable flexibly with other MAT schools to ensure all subject specialisms are covered. Staffing a secondary curriculum is a challenge for a new school that can only offer key stage 3. The MAT has experience of flexible timetabling across local secondary schools to support all the students within the MAT. All students in year 7 will benefit from specialist staff in all curriculum areas.

#### **2019**

Staffing will grow year on year with the addition of two new year groups. Demand for these classes is expected to grow in line with the development of 2,000 houses, plus further developments in the local village of Exminster. The core areas will be co-ordinated by individual members of staff and the remaining areas shared. New staff will begin to form part of 'curriculum teams' in areas of need, identified pre-recruitment.

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

#### **2020-2022**

Recruitment of a teacher and LSA for each new class will continue. The pay scale will expand to reward TLRs to core areas and areas in need of specific development. The Creative teams will expand across the all through school to reach subject-specialist teams in the secondary school and ensuring excellent standards in delivery of a broad and balanced curriculum.

#### **2023**

At capacity, the staffing structure will reflect and support the dynamic and exciting curriculum and extended provision in an all through school with flexible use of staffing across the different Key Stages.

### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

##### **Welcoming All**

The school will welcome pupils of all faiths, and those of none, to feel equally valued as part of its community. It will appoint a member of staff responsible for managing and monitoring SMSC and community cohesion. This person will be responsive to the needs of the community and will be the advocate for British Values within the curriculum and school life as a whole.

##### **Spiritual development**

Children will be encouraged to question and view their education as an exciting voyage of discovery. Throughout the curriculum, children will be nurtured to see the 'wows' of our world; an infinite number system, the depth of the oceans, the emotion of music, the power in words. Alongside this excitement, the children will be encouraged to stop and learn the power and importance of relaxing in the timetabled 'relaxation times'. The whole school reflection times will be a vital part of developing spiritual awareness and thinking about and challenging views and behaviours.

Pupils will be encouraged to embrace the outdoors in free-flow environments and to learn to see the outdoors as a space for positive retreat and reflection. Our pupils will be encouraged to investigate their own ideas about faith in a safe and non-judgemental environment. Where children are comfortable they will discuss their own beliefs and faiths and in RE, wherever possible, people will be invited-in to assist with learning, always

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

endeavouring to challenge stereotypes. This area will be prioritised through work on the eight character strengths and development of a Growth Mindset.

##### **Moral development**

Pupils will know the difference between right and wrong. They will develop their own class rules and, as a whole school, will write a 'charter' based on individual class rules. Through the development of the character strengths and Growth Mindset pupils will become emotionally intelligent and sensitive individuals who have a moral awareness for themselves, for those around them and for the wider world. The school will provide a safe environment in which children can challenge Moral and Social issues.

##### **Social and cultural development**

The school will aim to enable pupils to develop an understanding of their individual and group identity. They will begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society. It is acknowledged that Devon is *not* as rich a multi-cultural environment as some other areas in the UK (see Section E1, Annex 3), and that this brings a responsibility to challenge not re-enforce stereo-types when trying to enhance learning. Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. Staff will understand that it is their responsibility to manage the balance of cultural enrichment in their projects and this learning will contribute directly to their 'Empathy/Social Intelligence' character strength.

##### **British Values; mutual respect and tolerance of those with different Faiths**

One of the character strengths is 'empathy'. Alongside excellent SMSC, RE and PSHE, and as an integral part of these, the school will actively promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

██  
██  
██  
██

The pupils will know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything however big or small. The school will be a place where difference will be celebrated and value placed on pupils who show respect through empathy and social intelligence. Pupils having the ability to empathise and show respect will be derived from excellent knowledge and understanding of the world and the different cultures and beliefs within it.

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

The school will enhance pupils' understanding of different faiths and beliefs through excellent RE teaching and PSHE work. Children will experience visits to other schools in different settings to participate in celebrations such as Diwali; welcoming visitors from other schools that are not predominately white British and encouraging an open and honest environment in which to raise questions, quash prejudices and develop greater empathy and social intelligence.

#### **Democracy**

Democracy will be embedded at the school. Pupils will always be listened to by adults and will be taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. There will be a school council for which pupils will be elected by their peers and a school debating society. The school will also ensure everyone has a 'family' within the 'family group' systems ensuring everyone feels valued. Pupils will also take part in the planning process feeling real ownership and responsibility for their learning and understanding.

#### **The rule of law**

The importance of laws whether they are those that govern the class, the school or the country, will be consistently reinforced. The school will have a 'Charter', which will be deeply embedded in its work every day. Each class will also discuss and set its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils will be taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

#### **Individual liberty**

Within school, pupils will be actively encouraged to take control, knowing that they are in a safe and supportive environment. The school will educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and an empowering education. A key part of pupils' learning development is their ability to make choices. Choice to have a Growth Mindset and not a Fixed Mindset is implicit in an individual making the most of their individual liberty.

## Section E – evidence of need

### **E1 – provide valid evidence that there is a need for this school in the area**

There is an expanding population within Exeter and a consequent need for additional housing. The plans for growth in and around the city include up to 13,000 new homes and 9,000 jobs.

The Teignbridge Local Plan 2013-2033 (Policies SWE1 and SWE3) allocates land at South West Exeter for at least 2,000 dwellings, with 25% affordable homes and up to 24 traveller pitches, with associated infrastructure and land for community facilities/services.

In association, Teignbridge District Council Planning Committee approved the South West Exeter Development Framework. The Development Framework sets out how proposals for housing and the required infrastructure at SWE1 and SWE3 should be planned, delivered and phased comprehensively in a sustainable form across the allocation. This Development Framework identifies a need for a primary and an additional all through school as part of the required infrastructure to support the new housing.

The letter from Devon County Council dated 29 February 2016 confirms that "A significant amount of development is planned in the area and applications for 2,400 dwellings have been submitted, one of which indicates a school site. With nearby schools forecast to be at capacity, the Free School proposal would support the strategic needs of the area and assist Devon County Council in meeting its statutory responsibilities with regard to pupil place planning." (See Section E1 Annex 1a)

From meeting with Devon County Council School Place Planning Officer, who is also the South West Exeter and Teignbridge Development Infrastructure Officer, an updated plan for the development has been obtained. (See Map of Development- Section E1 Annex 1). The Officer has confirmed that there is a need for a school in this area, broken down into a primary with 420 places, with the ability to expand this to 620 places in the future, with an adjacent secondary for 750 places, ideally being provided by an all through school, which can be accommodated on two sites that have been allocated in an adjacent location.

A planning application is going before the Teignbridge Planning Committee on the 1<sup>st</sup> June, with the SW area development site now showing 2,000 houses in the Teignbridge area and 500 houses in the Exeter area. Bovis are the dominant applicant with 1,350 houses, which are based in the development areas surrounding the land allocated for the primary and secondary provision. <http://www.bovishomes.co.uk/swexeter/our-proposals/>

The provision for the school is in phase 1 of the development area. This is because developers want the school early as it encourages the selling of the houses. It is also based upon lessons learnt from the Cranbrook Housing Development, whereby the all through school was not available until a later phase of the development which put an unsustainable strain on the nearby local schools.

**E1 – provide valid evidence that there is a need for this school in the area**

The first phase of the development is due in 2019, with over half of the planned number of houses being built in the first three years. (See Development Phasing Table- Section E1 Annex 2). The all through school is planned to open in September 2018, however there is an understanding that the opening of the school is dependent on the timetable of the development because it is linked into when the planning is approved, the acquisition of the land has been undertaken and the opening of the site has been completed. Until this is done, the land allocated for the new school cannot even be accessed to start building on.

The local schools in the area near the South West Exeter Development site do not have the capacity to manage the additional number of school places needed. (See Data on Capacity of Schools- Section E1 Annex 3).

Alphington primary is the closest in Exeter, which has a net capacity of 406 and a forecast number on role in 2017/18 of 405 and 409 in 2018/19. Exminster Community Primary is also close by, but has a net capacity of 417 and a forecast number on roll in 2017/18 of 427 and 448 in 2018/19, which demonstrates that the number on roll is rising generally in the Exeter area.

In terms of secondary, although looking at the secondary forecasts, there appears to be some spare capacity, this is generally within the older year groups. Secondary schools in Exeter are now starting to fill to capacity for their new year 7 intakes, due to the rising population and other housing developments in East Exeter.

Data has also been provided on the cohorts in Exeter. The Total Planned Admission Number for Exeter is 1118. It shows that the total cohort across Exeter will exceed the planned admission number by 2019, which is therefore when the extra secondary places will be needed. This is without the additional number of places from the actual South West development.

Due to the location of the South West Development site, in-migration is to be expected from Exminster which does not have a secondary school. They currently travel to Dawlish Community College, however this area has had a recent housing development, therefore wouldn't suffer as a result from this.

Please tick to confirm that you have provided evidence as annexes:

x

## E2 – successful engagement with parents and the local community

### E2 – successful engagement with parents and the local community

The school will be part of a new housing development that is still in the planning stages. Therefore, at this stage it is not possible to establish who will be living in this development. The community engagement programme (see below) has sought to reach parents with children of an appropriate age to establish their interest in the proposals. Responses have been extremely positive and have established parents' interest in the proposed school and their willingness to travel. Market intelligence to date indicates that the new school will be popular and, combined with local assessments of need, will quickly become oversubscribed.

The engagement programme has encompassed both universal and targeted approaches in order to reach as wide a group as possible across Exeter and the surrounding areas. Key groups have been identified within different communities in Exeter and the school has been promoted through them, for example, Devon United Women, Hikmat, Sahara, Olive Tree Association, The Centre for Human Rights and Social Justice.

Work undertaken as part of the **universal** approach is:

- Widespread advertising and feature adverts and articles in relevant publications covering both print and web media e.g. **Exeter Express and Echo**
- Designed a logo and set up a website, Facebook page and twitter account as a means to communicate what the proposal is about and to build a list of supporters (web content, **Section E2 Annex 1**) over 1,000 people have viewed the site.
- Fun Day held at a community centre in central Exeter which reached over 40 children and their families to provide parents with an opportunity to discuss plans for the school (Advert & Pop up Banner, **Section E2 Annex 2**)
- Ran an online and face to face survey and have almost 100 families supportive of the ethos and wanting to be kept up-dated about progress
- Produced postcards to promote the school and to direct people to look at the Facebook Page and/or website (postcards, **Section E2 Annex 3**). These have been strategically placed across Exeter in a range of venues and places used by families with young children, such as early years settings; children's charity shops; central library, Community Halls across Exeter
- The school's supporters were informed that school proposal is to be taken forward with the support of the Ted Wragg Multi Academy Trust via the website on 26<sup>th</sup> January 2016 and this was also shared on the Facebook page. This outlines the great value

## E2 – successful engagement with parents and the local community

which the Trust brings to the school both in experience and expertise and also explains our shared vision and values.

Work undertaken as part of our **targeted** approach:

- Promoting directly to parents by attending over 25 different parent and toddler groups and talking in-depth with parents about the plans.
- Liaising with 7 Surestart children's centres to promote to the families that use their centres and to the community-based groups that they support within their catchment areas, which links with the expected cohort for the school
- Promoting through pre-schools and local nurseries who have put postcards in book bags for their families
- Ensuring that the approach is inclusive by making links with groups that have been set up by people of different faiths or ethnicities to find the best ways to promote the proposals to members of their communities
- Follow up liaison with registered supporters – emailing those who have signed – letting them know of progress – and helping them promote the school to friends and relatives for whom the ECPS would be an appropriate setting. The school's marketing team has updated supporters regarding the involvement of the Ted Wragg Trust.

The opportunity to discuss the proposed educational programme with parents has been extremely valuable. The school will be committed to achieving very high standards in literacy and numeracy and this important to parents. They have been impressed by the proposal and the commitment to the National Curriculum alongside the more creative ethos of the school.

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] here is also a significant number of pre-school music, storytelling and art groups. This clearly demonstrates that there is a desire among a large percentage of families to have their children engaged with the arts and a creative education and Primary Times reports a surge in the popularity of Arts activities for children in Devon.

The surge in popularity of performing arts activities has, in part, been associated with the increased knowledge of its benefits. The performing arts, be it dance, drama, singing or musical theatre, are renowned for instilling confidence in children, helping them to gain self-belief by facing fears and overcoming challenges. Self-discipline is tested as the performance may be fun, but it isn't always easy and children learn that the will to persevere brings the greatest rewards. So, even if their life plan doesn't include an Oscar performance, children will be equipped for life with invaluable social skills.

## **E2 – successful engagement with parents and the local community**

This, along with feedback from parents, is evidence that there is a desire among a large percentage of families to have their children engaged with the arts. Support for the school has reached across Exeter with families suggesting they would be prepared to travel over 10 miles to attend the school. Locally, parents are concerned that their current schools are at capacity and welcome the opportunity to have choice for their children.

It is clear that parents from the city would welcome more choice in the ways in which their children are educated. Consultation has taken place with parents from the area through visiting local pre-schools, parent and toddler groups, children's centres as well as running family events. Advertisements in local papers have increased flow to the online presence which includes a social media campaign. There has been contact with the local parish councils and more widely across Exeter through local dance classes and children's charity shops.

Everyone has responded very positively to the proposals:

Quotes from parents include:

*'Open your school quick, we need it'*

*'This is exactly what (child's name) needs, he needs a school which will give him confidence to try things'*

Discussion with parents indicates that they are prepared to travel long distances to access the excellent creative school. In the first instance, proposed entry points will include children from out of catchment (due to the phased development of the housing). Over the following five years an increasing number of children will be from local housing.



**Who is in charge during pre-opening?**

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

The Executive Headteacher and the MAT project team will be assisted by MAT trustees and members of the LGB who will be working closely with them on the pre-opening phase. The aim would be for the MAT and the LGB to work towards recruiting a Head of Primary to start in January 2018, two terms in advance of the expected opening date. The Head will be supported both pre and post-opening by the Executive Headteacher of the MAT.

In addition, as the school enters the opening phase, the leadership structure will be further strengthened to include a full-time Deputy Head. Throughout, the school will benefit from strategic leadership and management expertise within the MAT and the operational capacity of its centralised, shared, business services team.

**Timeline and plan for the recruitment of the principal**

The start date for the Head of Primary School will be January 2018, 9 months before the school opens in September 2018. The recruitment process will begin in Spring 2017 to allow selection of the successful candidate in early Autumn 2017. This timeline allows for the appointee to give notice to their current employer by 31 October 2017. Recruitment and subsequent pre-opening salary costs, expected to be around [REDACTED] will be met from the project development grant.

The post will be advertised nationally and the MAT project manager will co-ordinate the campaign liaising closely with the [REDACTED]

[REDACTED]

The selection process would include candidates conducting observed lessons and assemblies along with a pupil panel interview. The team would work with one or more of the existing schools within the Ted Wragg MAT for this and any other selection process elements which involve students during the pre-opening phase.

The Head of School will be expected to be an advocate for the vision of the school and to believe, passionately, in the ethos and values embodied in it, in particular the five principles set out in Section D1 above in this application, which form the bedrock for the school. We would expect the candidate to have excellent interpersonal skills with the personal credibility to engage and influence at a senior level, to be passionate about education and willing to engage with the young people at a personal level.

The Head will have been educated to at least honours degree level, be qualified to teach in a mainstream school and have a substantial, successful, teaching track record with evidence of sustained quality. She or he will possess the NPQH qualification and be able to demonstrate success as a senior leader, preferably as a headteacher, in a good or outstanding mainstream school. Evidence of continuing professional development relating to school leadership, management, learning, teaching and assessment will be required along with the ability to work collaboratively and in partnership with other schools and organisations. Analytical and strategic planning skills will be essential as will evidence of effective leadership of data-driven school improvement, ideally in an academy.

Highly organised, flexible and responsive, the Head will be a strong communicator and an effective public speaker. They will show confidence and leadership in their dealings with pupils, staff, governors, parents and contractors. Comfortable when challenged by members, trustees and the LGB, they will engage with debate, criticism and personal feedback; they will lead by example in adopting a Growth Mindset. Personal resilience, self-awareness, lack of pomposity and willingness to learn and adapt will be key personal characteristics.

The Head will take primary responsibility for establishing the vision for the school and recruiting students and staff. They will work closely with the project manager and the MAT team to influence and monitor the completion of the building work and setting up of the school infrastructure. Supported by the Trust's Executive Headteacher, he or she will liaise with the MAT Trustees and the LGB to prepare for the pre-opening Ofsted inspection and for opening the school in September 2018.

## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

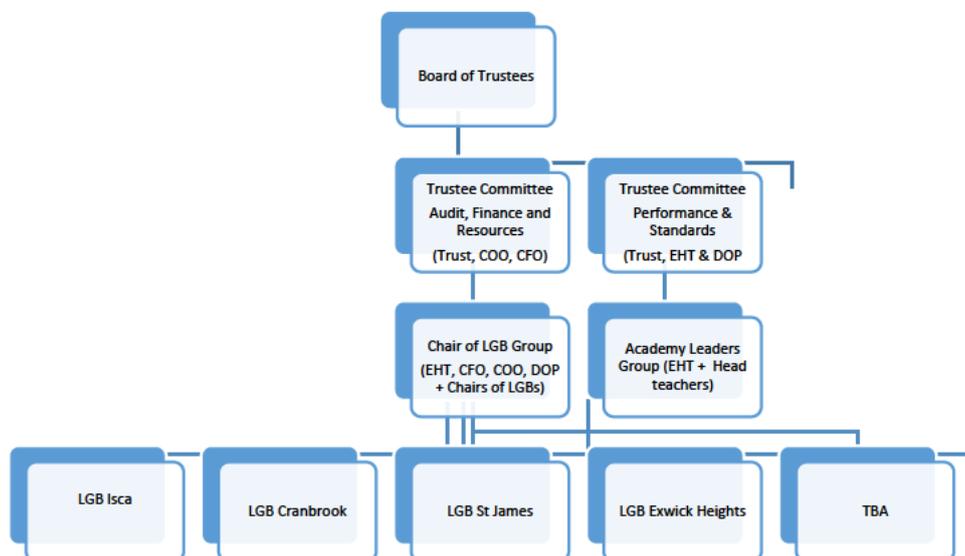
- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Head of Primary School	Pre and post opening	To be covered by the existing Executive Head pending appointment per the timeline and process above.



**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

Ted Wragg Multi Academy Trust



The Ted Wragg Multi-Academy Trust is a charity and company limited by guarantee, led by a Board of Trustees/Directors who are responsible for and oversee the leadership, management and administration of the company and its academies. The Trustees are accountable to the Charity Commission and the Department for Education for the quality of the education within their academies.

The Trustees have overall responsibility and decision making authority for all the work of the company, including setting up and running the academies. The Trustees appoint committees to whom they delegate certain of their functions. The LGB of an academy is a committee formed by the Trustees and derives its power from the Trustees.

The Trust Audit, Finance and Resources Committee receives LGB and executive management reports and has strategic oversight of financial, HR, premises and resources matters. It sets and reviews the strategic risk register, maintains the central services plan and monitors its performance. This committee also receives external and internal audit reports.

The Trust Performance and Standards Committee receives LGB and executive management reports and has strategic oversight of academic performance including that of the learning management and information systems which underpin the drive for

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

continuous improvement. This committee sets and monitors the standards and mechanisms for quality assurance in respect of teaching and learning.

The Academy Leaders' group makes recommendations to the executive management and the Trust. It provides a forum for the alignment of leadership between the academies and for consultation between the schools and the MAT. It provides an opportunity for the Heads to discuss issues and develop pathways to propagate best practice across the MAT.

The Chairs of Boards group makes recommendations to the executive management and the Trust. It provides a forum for the alignment of governance between the academies and for consultation between the schools and the MAT.

The Trust's Scheme of Delegation requires LGBs to conduct their school in accordance with the ethos and aims determined by the Trust and empowers them to deploy funding, conduct business, manage premises, personnel and other resources subject to the views of the Trust, the requirements of the Academies Financial Handbook and the Law. The Scheme sets standards and limits on these freedoms along with the LGBs' accountability and reporting obligations to the Trust.

The LGB will hold responsibility for strategic oversight of the school in conjunction with the Head of School who will be responsible for internal organisation, management and leadership. The LGB will be the 'Advisory Body' for the academy as set down in the Funding Agreement with the Secretary of State.

The Head, and any other post which carries senior leadership responsibility, will be appointed by the Trust in partnership with the LGB. Appointments to all other posts at the school will be delegated to the LGB.

Certain functions, for example the production and auditing of corporate accounts, ensuring appropriate insurances are in place, implementing a suitable risk management strategy and conducting the functions of the Company Secretary and Accounting Officer will be undertaken by the Trust. A proportion of the cost, incurred by the Trust, in providing these and other services will be recovered from the LGB following discussion at the beginning of each academic year.

Initially, in the pre-opening phase, a shadow Local Governing Body will be formed comprising members of the Exeter Creative School group. Subsequently, The Trustees will formally appoint an LGB prior to the school opening. The Trust will interview LGB candidates with a view to ensuring that members are recruited who possess the required mix of skills. One parent and two staff-member positions will remain unfilled until the school is open.

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**Statement of any actual or potential conflicts of interest and plans to manage conflicts of interest**

No financial transactions are anticipated to take place between any member/trustee or any governors on the LGB and the school. To the extent that any member of the pre-opening team wishes to apply for a remunerated position in the new school, they will stand down from the LGB (save if they are then re-appointed by other routes eg. a Head Teacher would be ex officio).

All trustees and all those on the shadow LGB are volunteers and none of these positions are remunerated posts. The link trustee for the new school will be Rob Bosworth who sits on both Ted Wragg MAT Board of Trustees and will also sit on the LGB.

In addition to provisions in its Articles of Association, the Trust protects itself against conflicts of interest, actual or perceived, through its Conflict of Interest Policy, Register of Trustee/Governor/Senior Employee Business/Pecuniary Interests and a Trustee Code of Conduct to which each Trustee is a signatory. In addition, the members, trustees and LGB all subscribe to the Nolan Principles of public life.

## Section G – budget planning and affordability

### G1 – budget planning and affordability

#### Pupil numbers and growth

- It is anticipated that there will be steady growth in student numbers and our research data shows that we expect full capacity in all year groups as the school grows. The school will offer Reception and Year 1 places (see reasoning for two form entry in Section C) initially from September 2018 (PAN limited to 60 per year group, with an initial 120 places expected to be filled) until full capacity is reached in September 2023 with 420 children.

#### Pupil Premium and Free School Meals

- It is assumed that 24% of children (28 children) will be eligible for pupil premium funding which is higher than the average for Devon County's LEA. This is based on the assumption as laid out in Section E with regard to the number of new houses likely to be affordable homes.

#### Other income/Third party income

- No other income has been projected in the model, although in practice there may be scope for lettings in the evenings and weekends which would lead to more income. At present this has been omitted as the school wishes to concentrate on providing wrap around care initially before opening up the school for third party hire. This is a possibility for the future and would provide additional income if required. In addition it is likely that the business management capacity of the Trust will bring in extra funding to expand our enrichment plan. The school will encourage an engaging PTFA which will not only enhance the family/school relationship, but is likely to bring in funds.

#### Insurance/Rates

- It is expected that the school will be insured through the government RPA scheme. Any requirement which cannot be met in this way will be fulfilled via arrangements brokered by the Multi-Academy Trust. An assumption has been made in the contribution to MAT figure which is consistent with benchmarked costs.
- The Rates figure has been benchmarked based on local Devon schools and is again 'cost neutral' covered by the EFA Rates grant.

#### Unusual items of income/expenditure

- There are no unusual items of income and expenditure and the financial budget produced is based on standard income and expenditure cost centres.

## **G1 – budget planning and affordability**

### **Expenditure assumptions**

#### **Staffing**

- The structure is explained in more detail in other sections of the application.
- The proposal utilises the majority of the Leadership Grant as it is imperative that there is a strong SLT from opening who can establish a strong leadership presence.
- The staffing model is standard, i.e. one teacher and teaching assistant per class, with PPA cover provided by HTLA LSAs. The strategic business function will be provided by the Multi-Academy Trust paid for by a contribution from the school budget share.
- The budget has assumed national pay scales for all teachers, at current rates.
- Devon NJC pay scales have been used for non-teaching staff, at draft rates for 2016.

#### **Pension rates/NI rates**

- Pension Rates and NI rates are based on current figures and will need to be adjusted as rates change.

#### **Pay progression above inflation**

- The school will adopt the DfE Teaching Standards guidance and use its own performance management appraisal system for pay progression.
- Standardised performance management guidelines will be used for non-teaching staff.
- Decisions regarding promotions will be dealt with on a case by case basis and upon consideration of performance management objectives.

- [REDACTED]

#### **Unforeseen contingency**

- A contingency has been set aside of approx. 1% of the income; this does not include an in year surplus each year.

## **G1 – budget planning and affordability**

### **Other costs**

- Other costs are based upon suggested figures and benchmarking other similar sized schools in Devon and utilising the financial knowledge from schools worked in by members of the application team.

### **Shared services**

- The school will be able to develop shared back office services with the MAT that will enable flexibility to manage changes in demand, including finance management, operational management, insurance, payroll, HR management and Educational Psychology.

### **Income exceeds expenditure**

- In every year of the forecast the budget shows an annual surplus showing income exceeds expenditure.
- However, the school would be running on an in-year deficit for an initial period after opening without the POG. From year 4 onwards there is an in-year surplus without the POG.
- It is imperative that strong leadership is in place from the outset and the Leadership Grant is utilised for this purpose.
- If other income is secured, e.g. letting, grants, then there may be less of a reliance on the POG in the earlier years.

In year surpluses are reasonable though they decline as time progresses. It is expected that this would be offset by the beneficial effect of being part of a Multi-Academy Trust.

### **Nurse provision**

The all through school will include nursery provision for children aged 6 months to 4 years.











## **Annexes**

**Section A – Applicant Details**

**Section B – Outline of the School**

**Section D2 Annexe 1 – Staffing Structure**

**Section E1 Annex 1 – Map of Development**

**Section E1 Annex 2 – South West Exeter Development Phasing**

**Section E1 Annex 3 – Capacity of Local Schools**

**Section E2 Annex 1 – Information for prospective parents and supporters from our website**

**Section E2 Annex 2 – Pop up stand and advert**

**Section E2 Annex 3 – Postcards distributed to parents**

**Section F Annex 1 – letter from RSC**

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

**Section G – Budget Planning & Affordability**

**Section H – premises (use Excel spread sheet)**

**See attached Excel spreadsheet entitled “Section H”**

## Footnotes

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<sup>i</sup> Learning: creative approaches that raise standards OFSTED 2008-2009 Case study

<sup>ii</sup> attributed to the 2007 McKinsey Report, How the world's best performing education systems come out on top.

<sup>iii</sup> See the research of Dr. Martin Seligman and the late Dr. Chris Peterson (the "fathers" of Positive Psychology) and the approach of the KIPP schools in the USA. <http://www.kipp.org/>

<sup>iv</sup> Social Intelligence is another way of summarising the character strength of Empathy and refers to having an awareness of other people's motives and feelings as well as using this understanding to navigate social situations appropriately

<sup>v</sup> A good place for Children? Attracting and retaining families in inner urban mixed income communities'

Emily Silverman, Ruth Lupton and Alex Fenton, Chartered Institute of Housing/JRF (2005)

<sup>vi</sup> [www.babcock-education.co.uk/ldp/do\\_download.asp?did=304790](http://www.babcock-education.co.uk/ldp/do_download.asp?did=304790)

<sup>vii</sup> Dweck, Carol 'Mindset-Effort Matters more than talent'

<sup>viii</sup> <https://bso.bradford.gov.uk/content/closing-the-gap>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349288/closing-the-gap-with-the-new-primary-national-curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349288/closing-the-gap-with-the-new-primary-national-curriculum.pdf) pp 22<sup>ix</sup>

<sup>x</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349288/closing-the-gap-with-the-new-primary-nation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349288/closing-the-gap-with-the-new-primary-nation)

<sup>xi</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349288/closing-the-gap-with-the-new-primary-nation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349288/closing-the-gap-with-the-new-primary-nation)

<sup>xii</sup> [http://demos.co.uk/files/Two\\_classrooms\\_-\\_web.pdf?1417693373#page=71](http://demos.co.uk/files/Two_classrooms_-_web.pdf?1417693373#page=71) A tale of two classrooms - What does research indicate actually works in tackling educational disadvantage- Sam Freedman

<sup>xiii</sup> <sup>xiiii</sup> *Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys.* – C4EO – Published 2011

<sup>xiv</sup> [http://demos.co.uk/files/Two\\_classrooms\\_-\\_web.pdf?1417693373#page=40](http://demos.co.uk/files/Two_classrooms_-_web.pdf?1417693373#page=40) - What drives educational inequality, and how do we get rid of it? Helen Barnard

<sup>xv</sup> [http://www.preventforschools.org/index.php?category\\_id=62](http://www.preventforschools.org/index.php?category_id=62)