



Department
for Education

Application form to set up a mainstream free school

Published: June 2018

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

BRANSTON LOCKS PRIMARY SCHOOL

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Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	X
2. Have you provided information on all of the following areas (where appropriate)?	
Section A – tell us who you are and your chosen school (Excel, do convert this file into a PDF)	X
Section B – evidence of need for a new school in the area	X
Section C – vision	X
Section D – engagement with parents and the local community	X
Section E – education plan	X
Section F – capacity and capability	X
Section G – financial viability (including the financial template where appropriate)	X
Section H – the proposed site (Excel, do convert this file into a PDF)	X
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	X
4. Have you fully completed the appropriate financial template where necessary?	
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
6. Re-applications only: Have you changed your application in response to the written feedback you received?	

Task to complete	Yes
<p>7. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gov.uk before the advertised deadline? Please send sections A, B and H as a separate attachment in Excel format. Your email should not exceed 9 megabytes in size; anything larger will not be delivered. If the application is larger than 9 megabytes, please split the documents and send two (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	X
<p>8. Have you sent two hard copies of the application by a guaranteed delivery method such as ‘Recorded Signed for’ to the address below? Free Schools Applications Team, Department for Education, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	X

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: Free School Application – [school name] with:</p> <ul style="list-style-type: none"> • a copy of Section A1 (tab 1 of the Excel template); • copies of the Section I: suitability and declarations form and passport sized photo for each member, director, and principal designate that has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to due.diligence@education.gov.uk before the advertised deadline? 	X

Declaration

****This must be signed by a company member on behalf of the company/trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that all members of the trust are aware of the [7 principles of public life](#), and that to the best of my knowledge the previous conduct of individuals associated with the trust complies with these principles.

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: 

Position: Chair of company

Print name: Gareth Moss

Date: 25th October 2018

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

Section A – Applicant details and outline of school (use Excel spreadsheet)

This section will need to be completed in full by **all** applicants. Please:

- Complete the Section A1 tab in the Excel spreadsheet;
- Complete the Section A2 tab in the Excel spreadsheet; and
- Refer to Section A of the [how to apply guide](#) for what should be included in this section.

Section B – Evidence of need for a new school in the area

B1 – Evidence of basic need

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

The Basic Need in the Area

East Staffordshire is experiencing sizeable and sustained population growth – through a combination of natural increase and inward migration opportunities via extensive housing development. In response to this, Staffordshire County Council in its capacity as the provider of school places have worked to secure suitable provision. Below is an extract from the planning application (“the applicant” being Staffordshire County Council) for the proposed new primary school to be located in the vicinity.

It is worth stating at this point that other options (expansion of existing provision, alternative sites) were explored at length by the local authority). Consequently, their commitment to this proposition, and our role in leading it, is fully endorsed (see letter of support) and based on extensive due diligence. It is worth noting that the planning authority for housing growth, to whom this application was made, is East Staffordshire Borough Council (referred to below as the “Borough Council”) – a different political and legal entity. Sections of the application (approved in May 2016) have been copied verbatim for the purpose of clarity:

Taken from <http://www.eaststaffsbc.gov.uk/planning/planning-policy/local-plan-2012-2031>

“Education Infrastructure 3.76: Staffordshire County Council has a statutory duty to secure sufficient school places for the children of the county, and to promote choice, diversity and high standards for every child. This is reflected in one of the nine key outcomes of Staffordshire’s Strategic Plan where: “Staffordshire’s children and young people can get the best start in life and receive a good education so that they can make a positive contribution to their communities”

3.77 As a strategic commissioning authority Staffordshire County Council has to work closely with East Staffordshire Borough Council as the Local Planning Authority to ensure that the right numbers of school places are in the right areas at the right time in order to meet changing demand; and that sufficient finance is available to secure school places in high quality environments.

Any residential development in the Burton upon Trent area will require additional school places in excess of those required for the basic need pressures.

STRATEGIC POLICY 10 Education Infrastructure It is expected that new primary school provision will be located in the following strategic allocations: • Branston Locks, Burton upon Trent • Branston Depot, Burton upon Trent • Land at Beamhill/Upper Outwoods, Burton upon

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Trent • It is expected that new first school provision for Uttoxeter will be met through the expansion of existing schools and through the identification of a site within the SUE at West of Uttoxeter.”

Fig 1: Proposed New Schools for Staffordshire (Source: Staffordshire CC)

 Sites for potential new free schools (July 2018)
NB subject to change, as it is based on Local Plan housing trajectories, housing development & pupil demographics

Cannock Chase District (2 Free Schools)	Size	Potential Opening (Sept)	Date of FSP/Name of Sponsor
Cannock: Pye Green – Primary	1-1½FE	2019	Victoria Academies Trust (FSP)
Rugeley: - Primary (Location TBC)	1FE	2022	
East Staffordshire Borough (7 Free Schools)	Size	Potential Opening	
Burton: Henhurst Ridge - Primary *	2FE	2018	REAch2 (Wave 11)
Burton: Branston Road - Secondary (11-18) *	8FE	2018	John Taylor MAT (Wave 12)
Burton: Branston Locks – Primary	2-3FE	2021	Possibly Wave 13 route
Uttoxeter: Land West of - First (developer to build)	1FE	2021	Autumn Term 2018 (FSP)
Burton: Beamhill - Primary	1FE	2023+	
Burton: Branston Depot – Primary	1FE	2023+	
Uttoxeter: First (Location TBC)	1FE	2023+	
Lichfield District (7 Free Schools)	Size	Potential Opening	
Lichfield: Streethay - Primary (developer to build)	1-1½FE	2019	Shaw Education Trust (FSP)
Lichfield: South of Shortbutts Lane – Primary	2FE	2020	REAch2 (Wave 11)
Lichfield: Fradley Park – Primary	1-1½FE	2020	John Taylor MAT (FSP)
Lichfield: Deanslade Farm – Primary	1FE	2022	
Lichfield: Watery Lane - Primary	1FE	2023+	
Tamworth: Dunstall Lane - Primary	1FE	2023+	
Tamworth: Arkall Farm - Primary	1-1½FE	2023+	
Newcastle District	Size	Potential Opening	
Dependent upon Local Plan	n/a	n/a	
Stafford Borough (4 Free Schools)	Size	Potential Opening	
Stafford: North SDL site - Primary	1FE	2020	Autumn Term 2018 (FSP)
Stafford: North SDL site – Secondary (11-16)	2FE	2023+	
Stafford: North SDL site - Primary	2FE	2023+	
Stafford: West SDL site - Primary	2FE	2023+	
Staffordshire Moorlands District (2 Free Schools)	Size	Potential Opening	
Leek: – First (Location TBC)	1FE	2023+	
Cheadle: - Primary (Location TBC)	1FE	2023+	
Tamworth Borough (2 Free Schools)	Size	Potential Opening	
Tamworth: Anker Valley - Primary	1FE	2021	Autumn Term 2018 (FSP)
Tamworth: Golf Course - Primary **	1FE	2023+	

** Potential to increase to 2FE (subject to local demographics)

25 Potential new free schools (2 secondary, 19 primary and 3 first schools)

New free schools 2018	2
Approved new free schools 2019	2
Potential new free schools 2020 (2 approved)	3
Potential new free schools 2021	3
Potential new free schools 2022	2
Potential new free schools from 2023+	12
Total potential new free schools	24

Note: FSP – Free School Presumption – Local Authority run process but determined by Regional School Commissioner
Wave 13 Free School – DfE run process determined by Regional School Commissioner for schools 2FE or greater.

Sites should be provided through Section 106 agreements (*NB two asterisked sites are LA-procured)

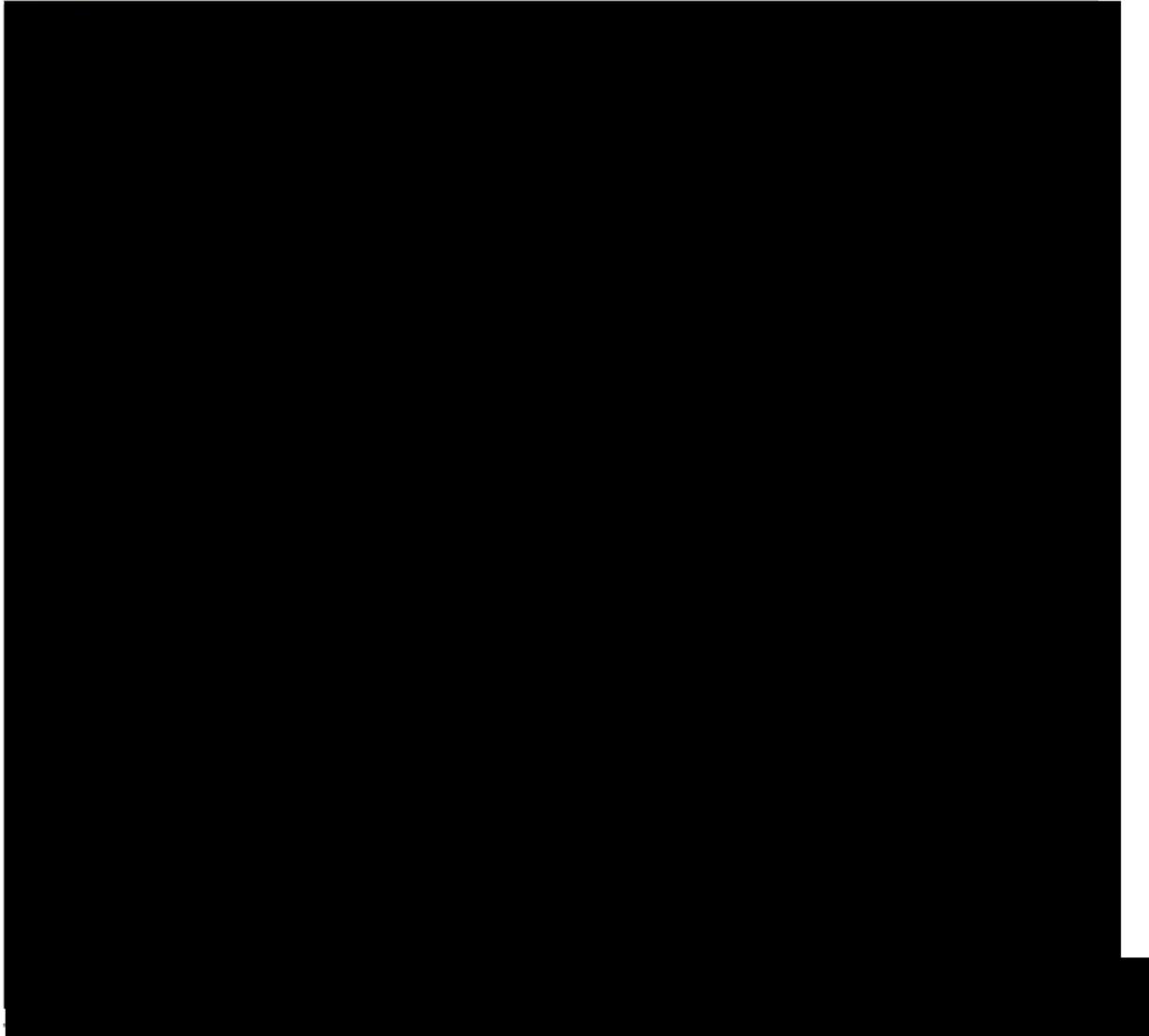
We believe that the above extracts best demonstrates the need for the new school at Branston Locks (2-3FE). The table below (Table B1) illustrate that additional local housing in the area will result in any surplus capacity in the district’s existing primary schools being filled. From the local plan below, the following housing developments are easily commutable for parents wishing to send their children to the proposed free school: Branston Depot; Land South of Branston; Branston Locks; Efflinch Lane; Forest Road; Henhurst Road, Burton; Barton Marina; Efflinch Lane. **Table B1:**

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Information Based on ESBC March 2018 Five Year Housing Supply															
Housing Sites	Expected Capacity	Completed	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
<i>Brownfield Sites</i>															
Branston Depot	484	0						60	60	60	60	60	60	60	64
Bargates	138	0			46	46	46								
Molson Coors - High Street	212	0						40	40	40	40	40	12		
Molson Coors - Middle Yard	300	0				20	40	40	40	40	40	40	40		
Derby Road	250	0					40	50	50	50	60				
Pirelli	299	200	30	30	39										
<i>Greenfield Sites</i>															
Land South of Branston	660	140	42	43	44	50	50	50	50	50	50	50	41		
Branston Locks	2580	0		110	110	110	110	200	200	200	200	200	380	380	380
Tutbury Road/Harehedg e Lane	500	0				110	40	40	40	50	60	60	60	40	
Beamhill	950	0		80	80	100	80	80	80	80	80	80	80	80	50
Guinavere Avenue	100	5	23	26	23	23									
<i>Sites outside the Strategy</i>															
Forest Road	302	32	59	53	53	53	52								
Redhouse Farm	246	71	58	39	39	39									
St Mary's Drive	37	25	12												
Tatenhill Lane	55	0		40	15										
Total Units expected to be delivered	7113	473	224	421	449	551	458	560	560	570	590	530	673	560	494

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

Fig 2: Burton and District (including Barton) school catchment areas and proposed housing development (source: Staffordshire County Council)



It is worth noting, as both Staffordshire County Council and East Staffordshire District Council do, that the above detail and statistics only contains known and provisionally/finally approved housing developments. It is anticipated by all interested and informed parties (planning authorities, housing developers, local residents) that further planning applications for housing will be made, and approved, in the forthcoming months and years.

As stated in both our vision (Section C) and earlier here, the local authority recognise the need for this school, and are fully supportive of our application to lead and manage

B1 – Evidence of basic need. Provide valid evidence that there is need for the additional school places that the proposed school will provide in the area. All applications must have demonstrable need for a high proportion of the school places that the free school will create.

provision within it. A copy of a letter of support from the Leader of the Council (Cllr Philip Atkins) is presented below (Fig 3):



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

B2 – Need for good school places

B2 – Need for good school places. Wave 13 is targeted in the third of local authority districts identified by the department as having the lowest standards and lowest capacity to improve (see Annex G of the [how to apply guide](#) for a full list). If your proposal is not in one of these local authority districts, you will need to demonstrate that the school would be in a 'pocket' of low standards where there is a very strong case for a free school.

Branston Locks is located in East Staffordshire (District Code LAD15: E07000193), an area of targeted need as identified (p70, How to Apply Guide, Annex G).

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

Section C – Vision

C1 – Vision

Proposition:-

John Taylor Multi-Academy Trust proposes to establish a Free School to the west of Burton on Trent, Staffordshire in order to meet a demonstrable and increasing need for primary school places in the locality, created primarily by new housing developments and wider demographic trends. Our proposal, endorsed by local schools, Staffordshire County Council and the Regional Schools Commissioner (West Midlands) will ensure effective provision for local demographic growth (projected to require an initial planned admission number of 30 (1 class in Reception) for September 2021, rising to 2FE by 2026 a certain 3 FE by 2029). The school will also provide 52 nursery places, 26 from Year 1 (see Section E, part 1)

Branston Locks Primary School (working title) will therefore look to open in September 2021 with 56 children and subsequently flex its growth pattern in line with housing completion, windfall developments and demographic changes. Whilst it may be more problematic for the new school to admit children into several year groups, the Trust views its moral purpose as to serve the children residing in the new housing community where at all possible upon their arrival, and this flexible approach is endorsed by the local authority as a pragmatic response.



Our Vision for the Free School

John Taylor Multi Academy Trust wishes to build on the success of its schools – both primary and secondary, converter, sponsored, and free schools - and use our expertise and educational leadership in the area to replicate many of the key areas of the curriculum in a new primary free school built in the centre of a large new housing development of both owner occupied and social housing.

Our knowledge of the cohort is limited as the houses are in the first phase of construction, but we are aware that there will be a diversity of people from all over the area and wider country who will need to be led and moulded into a strong and resilient community, and young children will be at the heart of that community for a generation. The Trust as a confident community hub will enable people moving into these new houses to work together to build a highly educated, cohesive and welcoming community. The Trust will encourage a wide range of groups such as cubs/brownies, sports clubs and community groups to use the school facilities to enable all age groups

C1 – Vision

to come together. The Trust will facilitate summer schools, weekend activity courses and an adult and parent education offer (to be determined by the needs of the community subsequently) to enable the whole community to learn new skills and knowledge.

The Curriculum will mirror strengths evident in the broad and balanced curriculum on offer at our existing primary schools within the Trust, but will also build on the Ofsted-praised ‘STRIPE’ (Self Manager, Team Worker, Reflective, Innovate and Create, Participate, Enquirer), skills curriculum developed at John Taylor High School and implemented at John Taylor Free School (the catchment school for this newly-proposed primary) that enables children to become independent learners with excellent attitudes to their own learning. The new free school will replicate and further enhance the heritage of leadership development evident at the High School, and will promote both within and beyond the taught curriculum the skills and personal attributes required to be a successful leader, and ensure that opportunities to demonstrate and hone these skills and attributes are plentiful – from Nursery to Year 6, from Play Leadership through House and School Council to “Reader Leaders”.

The new Branston Locks Primary School will work closely with the Trust’s family of schools. Thomas Russell Infants, Yoxall St Peter’s, Rykneld, Shobnall, Winhill Village, and Mosley (our current primary phase schools – see map Fig: 2) collaborate extensively already, together with three further ‘outstanding’ primary joiners on 1st December, and the addition of a new primary school into the Trust and the locality will create new and exciting opportunities for innovation and the sharing of best practice across schools. All schools, including John Taylor High School and John Taylor Free School, work positively together – and the development of a leadership curriculum, together with the “STRIPE” skills curriculum, will provide a clear focus to ensure that all local schools in the Trust are working together in the new school, irrespective of their phase.

The Trust already has strong relationships with business, universities, hosts (via John Taylor High School) the National Forest Teaching School Alliance and runs its own primary and secondary School Centred Initial Teacher Training (SCITT) programmes. We will use these relationships and this expertise to ensure our children, whatever their background, achieve their very best. The Trust has already been praised for its work with pupil premium pupils (including the achievement of two Pupil Premium Awards) and intends to develop this strongly in the new primary free school.

The school will:-

- Have an inclusive approach that offers the best education for all local 3-11 year olds.
- Be non-selective, welcoming children of all faiths, social, ethnic and cultural backgrounds.

C1 – Vision

- Offer a broad, balanced, high quality curriculum, underpinned by exceptional support, care and guidance.
- Be a learning hub for the wider community, seeking to contribute to cohesion in an area of new housing development with limited alternative local amenities.
- Work effectively alongside neighbouring schools.
- Equip its children with the knowledge, experiences, skills and attributes to enable success into the next phase of their formal education and beyond.
- Further the innovative culture of John Taylor Multi-Academy Trust, through the extension of our strengths: the achievement and progress of the most able, the acquisition of key learning skills, and the development of leadership attributes and experiences – both within and beyond the taught curriculum.

Why John Taylor MAT is the best Trust to set up and run this school:

John Taylor High School was the first ‘converter’ academy in Staffordshire and changed its status on 1st November 2010. From that point, it has had an impressive trajectory of organisational development. In 2012, it received an ‘outstanding’ judgement in its Whole Government Audit (WGA) review, demonstrating extraordinary maturity in its governance and finance systems for a relatively new academy. In March 2013, it was designated a National Teaching School, with its Principal undertaking the role of National Leader of Education (NLE). The following year (again in March), John Taylor was judged ‘outstanding’ in all areas, including sixth form, by Ofsted.

In the summer of 2014, the academy established the John Taylor Multi-Academy Trust (JTMAT). With its Chair of Governors an National Leader of Governance (NLG), and its Principal elected onto the Regional School Commissioner’s Headteacher Board, the academy pledged to extend its vision and expertise beyond the school from which both emanate.

On 1st September 2015, Kingsmead School (1215 NOR, in Cannock) joined JTMAT, and the Trust has worked tirelessly to improve cultures, structures and outcomes at the school. The dividend of this work is evident across the school community, was recognised by Ofsted (January 2018) and in their performance outcomes, with pupil progress improving year-on-year. 1st April and 1st May 2016 saw Thomas Russell Infants School and Yoxall St Peters CE Primary School, followed by Rykneld Primary, Shobnall Primary, Winshill Village Primary (sponsored) and The Mosley Academy (all East Staffordshire) joining JTMAT, providing greater diversity to our experience and expertise and strengthening our organisational structures – ready for the inclusion of a Primary Free School.

Throughout all of these developments, John Taylor High School has seen the continuation of exceptional outcomes for children of all abilities.

C1 – Vision

John Taylor Free School, to which the proposed new primary will send its children (as the catchment school) is located within the same housing development. Our primary schools are all within six miles of the proposed school, with several much closer. This means four things:-

- As over-subscribed schools, we can evidence local demand for our educational offer.
- As highly successful schools, we can demonstrate our ability to deliver excellent outcomes in this area to communities not dissimilar to that proposed for the Primary Free School, and would seek to replicate our provision there.
- Our proximity ensures that we can resolve the logistical issues around providing for a full curriculum offer to a school that will not initially be full, and then subsequently show where creative and efficient collaborations can exist between our local schools and the Free School once the latter is mature.
- We have demonstrable experience of structural collaboration working effectively between our schools – including shared staffing, learning events and opportunities, and common and coherent systems.

Located in a rural area, the new housing development has been considered to require a primary school of its own due to the size of the new population in the area (with over 2500 homes to be built) and the distances that young people would be required to travel (without public transport options) were existing primary schools in the vicinity to be expanded. Finally, it is our understanding that demographic growth and further housing growth in other areas (see Section B) will lead to these existing providers being fully populated (source: Staffordshire County Council, October 2018):

2018/19 PAN		1140			
Year (Sept)	Projected Reception Places Needed	Actual Deficit	Total Number of FE's needed across Burton	Total number of FE's to be provided based on current strategy	Reception places available if projects delivered
2019	1109	31			
2020	1125	15			
2021	1151	-11	.5FE	1FE	1170
2022	1170	-30	1FE		1170
2023	1189	-49	2FE	1FE	1200
2024	1209	-69	2.5FE	1FE	1230
2025	1228	-88	3FE		1230

Vision and Ethos: - John Taylor MAT

Taken from our Strategic Plan (2018-21):-

Mission Statement

'We believe in the power of education to improve lives – and the world'

C1 – Vision

This statement is at the heart of the John Taylor story. We are driven to ensure that our community can realise its true potential through learning. This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve.

Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

Keys to Success

These translate with our Trusts' objectives, again as expressed in our Strategic Plan:

Our commitment to ensure learning is at the heart of all we do: Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.

Collegiality: Listening to others, sharing with others, learning from others

Objectives: -

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities, teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.

C1 – Vision

- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

An experienced and highly effective core MAT team, supported and regulated by an exceptional Board of Directors, moves these objectives forward for every child, in every one of our academies, every day. Our ambition is that the children and families residing in the new housing development can benefit from, and contribute to, the furtherance of these objectives, in the spirit of our mission. The Trust has the capacity and capability to match its ambition. Scheduled to open in September 2021, the Trust would look to retain expertise from our earlier projects and generate project management efficiencies through running the two current propositions (Branston Locks and Fradley Park Primary Free School – scheduled to open in September 2022) with a degree of alignment, but a one-year “stagger” which will assist capacity management.

Finally, the opening and running of this proposed Free School is commensurate with John Taylor Multi-Academy Trust’s strategic aspirations. The size, nature and context of this school is perfectly aligned to the Trust’s growth model. It provides yet further organisational capacity and educational dynamism to an increasingly-important Trust for this locality. Naturally, these projections are subject to revision. The Trust Board wholeheartedly and unanimously endorse this proposal as an ideal opportunity to provide exceptional educational provision to this community in our area, enable a coherent Early Years to Post-16 offer of excellence to flourish, and to further the Trust’s objectives.

Section D – Engagement with parents and the local community

D1 – Successful engagement with parents and the local community

JTMAT Schools:

John Taylor High School has been at the heart of its community for almost sixty years, serving villages in the rural areas of East Staffordshire for generations. The school hosts community groups and clubs, and contributes enormously to the life of Barton-under-Needwood and neighbouring villages – everything from ‘open gardens’ festivals, through our school orchestra performing at village fetes, to art- and sports-based projects with local primary schools.

The school’s reputation in the locality – within and beyond its own catchment – is strong.

Our primary schools are held in high regard also – being close to or at capacity and, with the exception of a recently ‘sponsored’ school (Winhill Village Primary and

D1 – Successful engagement with parents and the local community

Nurseley School, which joined JTMAT on 1st July 2018) all are appraised as ‘good’ or ‘outstanding’ by Ofsted.

Teaching School and Multi-Academy Trust:

In March 2013, John Taylor High School became a cohort three National Teaching School (The National Forest Teaching School), and previous collaborations with other local schools became more firmly cemented, to mutual benefit. The power of such collaborations with our neighbours led in no small part to the formation of John Taylor Multi-Academy Trust. The trust has its roots firmly in the community of local schools and villages, crucially including the village of Tatenhill where most of the proposed new housing and school will be located. The ‘mixed’ composition of the Trust enables it to draw upon high quality expertise and experience from the primary phase both from the nine primary providers within the Trust itself, and via the Diocese of Lichfield – a strategic partner and Member of the Trust - with 207 primary schools, serving approximately 45000 children, under its auspices with effective practice that is readily available to all our schools including those, such as this proposed school, that have no faith designation.

John Taylor High School, and subsequently JTMAT, also have positive and warm relations with Staffordshire County Council, as alluded to in their letter of support – a copy of which is included above. It was the track record of our schools that led to John Taylor Free School being awarded to the Trust, and the delivery of an excellent project there that led to the awarding of Fradley Park Primary Free School. This too augurs well for the successful development and growth of the Free School, planned and delivered with co-operation and support (from the approval in concept through to technical expertise for delivery) being forthcoming.

Engagement to date – Branston Locks Primary School:

Engagement has taken place with a number of key stakeholders and community groups to date. A list of those with whom we have shared our aspirations is shown here:

- Partner primary school headteachers (via regular meetings termly meetings – first raised on 7th February 2017), all supportive of proposals for JTMAT to sponsor new provision.
- District secondary headteachers and principals (via termly meetings – first raised on 18th January 2017), for information. Received without objection.
- John Taylor MAT Executive Group (headteachers of the current JTMAT academies) – all fully supportive.
- Thomas Russell Infant School and Yoxall St Peter’s CE Primary School staff (meetings on 25th January and 26th January 2017 respectively) – who can see

D1 – Successful engagement with parents and the local community

opportunities for collaboration and professional development. MAT update to all staff included reference to free school application.

- Local press: <https://www.derbytelegraph.co.uk/burton/bid-run-branston-locks-school-2121331>
- Tatenhill Parish Council – who accepted (meeting on 27th January) that in the event of a school being deemed necessary, they would value it being associated with an outstanding local Trust. (Fig 4):



John Taylor High School
Dunstall Road
Barton Under Needwood
Staffordshire
DE13 8AZ

Clerk Mrs E Martin
40 Churchward Drive
Stretton
Burton-on-Trent
DE13 0AU
Tel: 01283 516810
Email: clerk@tandrpc.org.uk
Web: www.tandrpc.org.uk

6th February, 2017.

Dear Mr Donoghue,

Following our letter of support for your bid for the management of the Branston Road School, Tatenhill, Burton-on-Trent, Tatenhill & Rangemore Parish Council would like to extend their support to John Taylor High School in your bid to manage the new primary school at Branston Locks / Lawns Farm, Burton-on-Trent. As a feeder school to the Branston Road School, it is logical that it is managed by the same Academy Trust, and especially one that has a track record of excellent teaching. The parish council appreciate the proactive approach you have taken with your community partners and feel that you understand the needs of the local community and will deliver an exceptional learning platform for the pupils.

We wish you every success in your application.

Yours sincerely,



Liz Martin
Clerk to Tatenhill & Rangemore Parish Council

- Cameron Homes (one of the three housing developers) – enthused about the prospect of working with us both pre- and post-opening following a meeting on 30th January 2017 (Fig 5)

D1 – Successful engagement with parents and the local community



Our Ref: IAB/eg

28 February 2017

Mike Donoghue
John Taylor High School
Dunstall Road
Barton under Needwood
Staffordshire
DE13 8AZ

Dear Mike

Thank you for taking the time to meet with me, it was good to receive an update on your proposals for the new 2 form entry primary school at Tatenhill. I appreciate you keeping us informed; education provision is extremely important to our purchasers.

We know that our purchasers have a very high regard for the John Taylor High School and that they very much value being within the catchment area of the school. This was confirmed by our recent developments at Kings Bromley and Postern Road.

If your application was to be successful, I believe that it would have a significant positive impact on our residential development scheme at Branston Locks and be a very attractive proposition for potential purchasers. The reputation of the John Taylor Academy is excellent.

We have not been approached or contacted by any other organisation in regard to the new school.

I wish you and your team every success in the process. Please keep in touch.

[Redacted signature block]

an Burns
Managing Director

- Rupert Young – Development Director of Nurton Developments (land owner of development site). (Fig 6)

D1 – Successful engagement with parents and the local community

Dear Mr Donoghue

Nurton Developments (Quintus) Ltd (NDQL), which Nurton Developments is a 50% shareholder of, is the landowner of the whole of the Branston Locks development which includes the site for the proposed new Primary School of up to 3fe accessed off Branston Road, Burton-upon-Trent near Tatenhill.

Once complete this scheme will provide c.2,500 homes and 1 million sq ft of employment related development together with a local centre of over 50,000 sq ft including food & other retail as well as provision for the elderly and a primary school of up to 3 forms of entry.

On behalf of NDQL I am writing to confirm to you that we fully support and endorse John Taylor Multi-Academy Trust's application to become the sponsor of the primary school. In addition we are aware that the residential developers with whom we are currently in detailed discussions to deliver houses on the site close to the location for the new school are similarly supportive.

Yours sincerely

Rupert J. Young
Development Director

Direct Dial: 0121 222 4340

Mobile: 07831 775914

Email: rjy@nurtondevelopments.com

- Michael Fabricant MP (Lichfield – within whose constituency the proposed school will reside) – letter of support (Fig 7)



D1 – Successful engagement with parents and the local community

- Andrew Griffiths MP (Burton – within whose constituency other local schools and some potential pupils reside) – supportive (Fig 8)



- Pank Patel (Former Regional Schools Commissioner – West Midlands) – letter of support (Fig 9)

D1 – Successful engagement with parents and the local community



Department for Education
53 – 55 Butts Road
Coventry
CV1 3BH

Mike Donoghue,
John Taylor MAT,
John Taylor High School,
Dunstall Road,
Banton Under Needwood,
Staffs
DE13 8AZ

20 May 2016

Dear Mike,

APPLICATIONS FOR FREE SCHOOLS

You met with colleagues recently to discuss your plans to [open one or more free schools](#). This conversation took into account your growth as an approved sponsor and multi-academy trust. We talked about the DfE guidance document, "Background information and glossary" and in particular page 7 which reads:

If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information. If you already have such an email, you do not need another one.

I am happy to confirm that I believe you have the capacity to apply for at least two free schools. You would likely submit these applications as follows:

- One secondary mainstream school in Tatenhill – (Wave 12)
- One primary mainstream school in Tatenhill – (Wave 13)

On the letter you confirmed that you have considered the basic need 'pupil demographic' data for the area. You have spoken to the local authority about the proposal.

You also said that you'd like to be considered where there might be a need for other free schools in later application waves.

I know that since our conversation, you have been in touch with my colleague, Bridie Sullivan. Please feel free to continue doing so. She will be happy to assist.

Of course this letter does not guarantee any successful applications. Still, I wish you the best of luck with your proposal.

Yours sincerely,



Pank Patel
West Midlands Regional Schools Commissioner

- Staffordshire County Council (School Organisation and Place Planning Team) – providing a range of information and expertise to assist our application (demographics, site plans etc.)
- An area of the JTMAT website has been dedicated to the Free School application (<https://itmat.co.uk/wave-13-primary-school-bid/>) (Fig 10)

D1 – Successful engagement with parents and the local community



John Taylor Multi-Academy Trust proposes to establish a primary free school to the west of Burton on Trent, Staffordshire in order to meet increasing need for primary school places in the locality. Our proposal endorsed by local schools, Staffordshire County Council and the Regional Schools Commissioner will ensure high quality education for local growth.



Branston Locks Primary School (working name) will therefore look to open in September 2021. A site has been identified by the local authority.

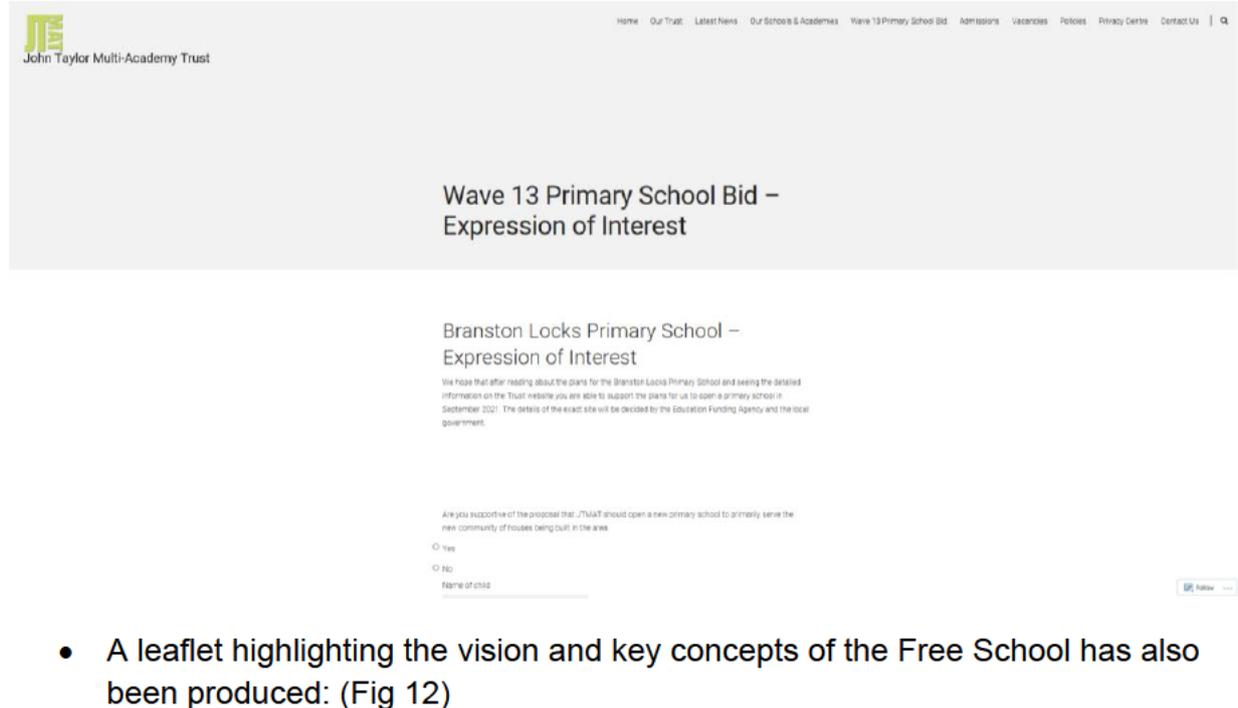
Our Vision for the Primary Free School

John Taylor Multi-Academy Trust wishes to build on the success of the existing primary schools within the MAT and use their expertise and educational leadership in the area to copy many of the key areas of the curriculum.

The Trust will encourage a wide range of groups such as scouts/guides, sports clubs and community groups to use the school facilities to enable all age groups to come together. The Trust will facilitate

[Follow](#)

- Interest can be followed up via an online expression of interest (Fig 11):



- A leaflet highlighting the vision and key concepts of the Free School has also been produced: (Fig 12)

D1 – Successful engagement with parents and the local community



Primary Free School Branston Locks

Branston Road, Tatenhill

John Taylor Multi-Academy Trust proposes to establish a primary 2-form entry school at the Branston Locks Development in order to meet increasing need for primary school places in the locality. Our proposal endorsed by local schools, Staffordshire County Council and the Regional Schools Commissioner will ensure high quality education for local growth.

John Taylor Primary Free School (proposed name) will therefore look to open in September 2019. A site has been identified by the local authority.

Our Vision for the Primary Free School

John Taylor Multi-Academy Trust wishes to build on the success of the existing primary schools within its MAT and use their expertise and educational leadership in the area to copy many of the key areas of the curriculum.

The Trust will encourage a wide range of groups such as scouts/guides, sports clubs and community groups to use the school facilities to enable all age groups to come together. The Trust will facilitate summer schools, weekend activity courses and some learning opportunities for the local community.

The Curriculum will mirror many of the successes of the broad and balanced curriculum on offer at local St. Peter's and Thomas Russell Infant Schools and build on the Ofsted praised '21st Century' (Self-Manager, Team Worker, Reflective, Innovative and Creative, Participative, Empower) skills curriculum that enables young people to become independent learners with excellent attitudes to their own learning. The new primary free school will follow and further develop the high quality student leadership programmes at all levels.

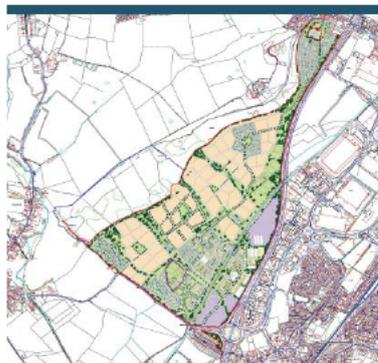
The new Primary Free School Branston Locks will work closely with local St. Peter's and Thomas Russell Infant Schools and share good practice.

The Trust already has strong relationships with business, universities and is the host school the National Forest Teaching School Alliance. We will use these relationships and expertise to enable the Trust to push all students, whatever their background to achieve their full best. The Trust has already been asked to work with disadvantaged students and intends to develop this strongly in the new primary free school.



The school will:-

- Have an inclusive approach.
- Be non-selective, welcoming children of all faith, social, ethnic and cultural backgrounds.
- Offer a broad, balanced, high quality curriculum, underpinned by exceptional support, care and guidance.
- Be a learning hub for the wider community, seeking to contribute to cohesion in an area of new housing development with limited alternative local amenities.
- Work effectively alongside neighbouring schools.
- Equip its young people with the knowledge, experiences, skills and attributes to enable success beyond school.
- Further the innovative heritage of John Taylor MAT through the extension of its founder schools' strengths, the achievement and progress of the most able, the acquisition of key learning skills, and the development of leadership attributes and experiences – both within and beyond the taught curriculum.



Any questions?

Please visit www.jtmultiacademytrust-free-school-td to register your interest and receive regular updates. Email: freeschool@jtmultiacademytrust-free-school-td or write to John Taylor Primary Free School Ltd, John Taylor Multi-Academy Trust, Dunstable Road, Barton Under Needwood, Staffs, DE13 6AZ.

However, we are aware that much more vigorous consultation will be required in the pre-opening phase should the application be successful. This becomes somewhat more straightforward as housing is constructed and potential residents begin to identify

D1 – Successful engagement with parents and the local community

themselves. To this end, we will look to work with housing developers and constructors to promote our proposal (via show homes, their prospectuses and web presence, home buyers welcome pack information etc.), which we are assured will be welcomed (on the premise that the “proposal for a free school” is promoted as such at this stage).

Furthermore, we will look to host open days and evenings (initially at John Taylor Free School, but closer to completion at the free school site itself if access permits) for prospective parents once in the pre-opening phase, gaining momentum as houses begin to be built in the autumn of 2018. Regular events will be hosted to promote the school, particularly in the emerging ‘village centre’ of shops and recreational facilities.

Events such as:

- Updates on school build demonstrating what stage the build is at
- Curriculum evenings explaining the curriculum vision, organisations of classrooms etc. for parents before applying and once a place has been granted. This will allow opportunity for parents and children to meet key staff as they are appointed.
- Social events to bring the new community together as the new homes are sold.

These events will also be used to forge links with the wider new local community of residents (i.e. those families and individuals who do not have children of an age eligible for admission to the Free School) and local businesses. Again, housing developers have assured us that as part of their corporate social responsibility, they would wish to engage with young people over matters such as playground design, environmentally-friendly construction, health and safety around building sites, and careers in construction. There is an indication of willingness to serve on the new school’s Local Governing Body from one housing developer, and we would welcome and value direct and long term involvement at this stage of the school’s growth.

Attracting applications from disadvantaged groups

We will be actively engaging with local communities in order to secure a representative proportion of applications from disadvantaged groups. JTMAT has an inclusive ethos, and a track record of adding value to the educational experience and outcomes of children of all abilities and backgrounds. The new housing estates will have a proportion of dwellings stipulated as social housing, and we intend to be the school of choice for these families. Our secondary free school, in close proximity to the proposed site here, enables children eligible for Pupil Premium to come to school on fully-subsidised transport – unavailable to their peers. Our promotional roadshows have specifically highlighted areas local to us with significant areas of deprivation and lacking access to high quality local educational provision.

Section E – Education plan: part 1

In the Table E(a), please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time to full capacity. Please add additional rows/columns if appropriate.

If you are proposing more than one school, you will need to complete a separate table for each.

	2021	2022	2023	2024	2025	2026	2027	2028	2029	Steady State
Nursery	26	26	26	26	26	52	52	52	52	52
Reception	30	30	30	30	30	60	60	60	90	90
Year 1		30	30	30	30	30	60	60	60	90
Year 2			30	30	30	30	30	60	60	90
Year 3				30	30	30	30	30	60	90
Year 4					30	30	30	30	60	90
Year 5						30	30	30	60	90
Year 6							30	30	60	90
Totals (school age)	30	60	90	120	150	210	270	300	450	630
Totals (including Nursery)	56	86	116	146	176	262	322	352	502	682

Numbers growth over time

It is our intention, in accordance with timescales endorsed by the local authority and assuming that they remain accurate, to open the Free School in September 2021 with a 26 place nursery and 1 form entry into Reception. We feel that this approach, of increasing to 2FE by 2026 and full to capacity as an 3 FE primary school by 2029 matches with the rationale of the increasing population and need for places within the area as outlined in section C.

The school will be 3FE primary school with a 52-place nursery. The gradual increase in pupils is indicative of the school serving a new housing estate which will be built in phases.

Arrangements for the admission of children to the school:

We recognise that housing growth projections are subject to adjustment, and also that the demographic composition of new housing is unknown at present. In this context, the Free School will engage in regular and positive dialogue with both housing developers (this dialogue is established already, not least through our provision of secondary school

places for the emerging community via John Taylor Free School) and with the admissions team/school organisation team at Staffordshire County Council re: place planning.

It is recognised that the numbers of pupils joining the school may be lower than anticipated. If this situation arises we will look at ensuring smaller class sizes for as long as is financially viable. Mixed age classes will be considered if absolutely necessary. Schools in, or about to join, the John Taylor MAT (Yoxall St. Peters, The Mosley Academy, Rangemore, Needwood – all ‘good’ or ‘outstanding’) have many years’ experience of mixed age classes and staff who are very experienced in planning suitable curriculums for these children. We would draw on their expertise and good practice to ensure the best outcomes for all the pupils. The possibility of educating small numbers of additional children at Thomas Russell Infants, Yoxall St Peters, Rangemore, Shobnall, Mosley and Rykneld (see map Fig 2) could be explored if numbers necessitate.

Section E – Education plan: part 2

E1 – Curriculum plan

A typical morning in nursery:

<p>Welcome</p> <p>9-9.15</p>	<p>Staff member on door, welcoming children and families and making sure all children are safe.</p> <p>Group to change reading books with their family. Staff member to be in book room and then stay with the group once family gone to look at books. Welcome each other and play some language games.</p> <p>Rest of children to find their name card and put in correct pocket.</p> <p>Children to select independent learning activity.</p> <p>Please note an 8am start is available where staff will provide breakfast for the children and all areas of learning will be developed during this time through play based activities and adult led sessions.</p>
<p>Register and circle time</p> <p>9.15-9.30</p>	<p>Welcome song and register.</p> <p>Act of worship and prayer time.</p> <p>Group to work in small room.</p>
<p>Adult led activity time</p> <p>Independent learning activities</p> <p>9.30-10.30</p>	<p>Adults move to their area of the Nursery, including outside and forest school.</p> <p>Adults to work with groups on adult directed activity. Observations to be made, and use of software package 'Tapestry' (already used within JTMAT schools) to record findings. One group to be outdoors.</p> <p>Children engaged in independent learning activities when not working in group.</p> <p>(Snack: Children to have independent access to fruit and water at all times.</p>
<p>10.30 -10.45</p>	<p>Song/ nursery rhyme/ number songs</p>
<p>10.45 -11.45</p> <p>Independent learning activities</p> <p>Small group interventions</p>	<p>Children to select independent learning activity according to their interests.</p> <p>Adults to facilitate independent learning. Play with children, observe and take notes.</p>

Tidy up time.	
11.45 -12	Tidy up time, group reflection and preparation for lunch
12 onwards	Nursery gate open at 12. Parents to come into Nursery and have the opportunity to play with their child before going home. Those staying for lunch will be supervised getting ready and lunch will run from 12 to 12.45pm.

Reception Classes offer

Subject/other activity	Hours per week	Compulsory/ Voluntary	Comments
Forest School delivery	3.45	Compulsory	All areas of learning below will be included within the learning objectives of these sessions.
Communication and Language	3	Compulsory	This will be a daily lesson, with lots of opportunity for cross curricular links and practical activity.
Physical Development	3	Compulsory	This includes a wide range of gross motor activities such as getting dressed, experimenting with different ways of moving, and negotiating space when moving. It also includes fine motor development, such as the development of the pincer grip, correct pencil grip, use of various tools to mark make and small construction activity. The use of the DEMs (Developing Early Motor Skills) programme, created by teachers in Staffordshire will be used as an assessment in this area.
Personal, Social and Emotional Development	3	Compulsory	This include cooperative learning, taking turns, conflict management and will be a priority area for our children as a new group growing together.
English	5	Compulsory	To include 20 minutes of Phonics each day, using the LCP scheme which teaches all 5 stages of phonics in a

			structured way. A weekly Big Write session will be the culmination of previous writing experiences. Reading will be taught using a mixed approach: key words and non-worded books to begin with, leading to a scheme (including phonics only books) which allows all children to access at their own level.
Mathematics	5	Compulsory	This will be a daily maths lesson with opportunity to link maths to other areas in a cross curricular way.
Understanding the World	3	Compulsory	To include people and communities, the world and technology. First hand experiences will be vital in this area. We will develop a programme of visits and visitors who will bring these areas to life.
Expressive Arts and Design	3	Compulsory	This includes exploring and using media and a wide range of materials, being creative and imaginative. Opportunities will be planned weekly to ensure all children engage with the arts develop their creative skills.
Co-Curricular Activity (sports/the arts/environmental)	2	Compulsory with a strong emphasis on participation.	A wide range of co-curricular activities will be offered throughout the week. These will include, dance, music, gardening, sewing, sign language and gymnastics. The mixed menu of activities will be determined by the skills and interests of the staff. Outside providers will also be used and sporting links made with the Burton Albion Community Trust, Robert Sutton Sports partnership and John Taylor Free and High Schools. Local artists and musicians will be partners in this important area of school life.

N.B: The above will be enhanced through termly (i.e. three per year) “STRIPE Days”, introducing our youngest children to the concepts and skills of STRIPE but in a way that complements rather than obscures co-curricular delivery and thematic work undertaken within the standard curriculum.

KS1

Subject/other activity Key Stage 1	Hours per week	Compulsory/ Voluntary	Comments
<p>All Key Stage 1 terms are themed around a topic, to meet the children’s interests and desires. Each term will begin with a KUG (knowledge and understanding grid) to ascertain what the children already know about their theme and what they wish to find out.</p> <p>Themes such as;</p> <p>Polar Express, Under the Sea, Heroes and Heroines, Down Under, Make it Grow, will be planned all with a cross curricular links and first hand experiences.</p>			
Forest School delivery	3	Compulsory	All areas of learning below will be included within the learning objectives of these sessions.
English	5 (1 delivered via STRIPE)	Compulsory	To include: Reading, Writing, Phonics, Speaking and Listening, Spelling Punctuation and Grammar and Drama.
Mathematics	5 (1 delivered via STRIPE)	Compulsory	To include learning focused on all maths mastery concepts
Science	2 (1 delivered via STRIPE)	Compulsory	To include Sustainability and the Environment.
Art	1 ~	Compulsory	To include working with local artists and on whole school projects.
Design Technology	1 ~	Compulsory	To include designing for a purpose and work with Rolls Royce (as successfully rolled out in Thomas Russell Infants)
Computing	1 ~	Compulsory	Although stand-alone skill lessons using iPads and laptops will be

			planned, the use of Computers in all subjects will be built in if appropriate.
History	1 ~	Compulsory	To include visits and experiences to bring history alive. Links with drama companies and shows will enhance the experience.
Geography	1 ~	Compulsory	To include field trips as appropriate.
Modern Foreign Languages	1 ~	Compulsory	French- led by a teacher with the relevant experiences and qualifications
Music	1 ~	Compulsory	To include singing in collective worship and performance to a range of audiences.
Physical Education	3	Compulsory	To include Health Education, Forest Schools and Outdoor Activity.
Religious Education	1	Compulsory	This will include Community Cohesion and be guided by the agreed Staffordshire RE syllabus.
Personal, Social and Health Education	2	Compulsory	To include Forest School, Debating, fundamental British Values, Drugs and Alcohol Education, and Sex and Relationships Education.
Extra-Curricular Sports and Art	2	Compulsory with a strong emphasis on participation.	A wide range of extra-curricular activities will be offered throughout the week.*
Leadership	2	Expectation	To include at least 1 lunch time club, opportunities to be a school councillor (all year groups) a playground buddy (KS2) a sports councillor (all year groups) a gardening leader (all year groups) a young leaders (KS2) house captains (all year groups) prefects (KS2) a music monitors (all year groups) a librarian (all year groups)*

~ 1 hour per week from one of these subjects (dependent upon the theme) will be delivered through “STRIPE”, to create a four-hour “STRIPE morning” per week.

* Evidence suggests that participation in enrichment opportunities early in a child's schooling can mitigate the impact of disadvantage upon achievement outcomes (source: The Sutton Trust) These opportunities will therefore be promoted particularly to children for which the school is in receipt of Pupil Premium funding, children of hard to reach parents, children from disadvantaged families and those "just about managing". Our aspiration, and our target, is that these children will participate to the same extent as their peers.

KS2:

Subject/other activity Key Stage 2	Hours per week	Compulsory/ Voluntary	Comments
The topic based approach continues in Key Stage 2. Example KS2 topics include: Leadership and heroes, Ancient Greece, Rights and Responsibilities. Like KS1 there will be first hand experiential learning built in and links with all local clubs and companies who can enhance the children's learning will be incorporated.			
Forest School delivery	3	Compulsory	All areas of learning below will be included within the learning objectives of these sessions.
English	6 (1 delivered via STRIPE)	Compulsory	To include: Reading, Writing, Speaking and Listening, Spelling Punctuation and Grammar, Drama. Another hour per week will be allocated to English at KS2.
Mathematics	5 (1 delivered via STRIPE)	Compulsory	To include Business and Enterprise Education.
Science	3 (1 delivered via STRIPE)	Compulsory	To include Sustainability and the Environment.
Art	1 ~	Compulsory	To include working with local artists and on whole school projects.
Design Technology	1 ~	Compulsory	To include designing for a purpose and work with Rolls Royce (as successfully rolled out in Thomas Russell Infants)
Computing	1 ~	Compulsory	To include programmes and coding

History	1 ~	Compulsory	To include visits and experiences to bring history alive. Links with drama companies and shows will enhance the experience.
Geography	1 ~	Compulsory	To include field trips and residential as appropriate.
Modern Foreign Languages	1 ~	Compulsory	French- led by a teacher with the relevant experiences and qualifications
Music	1 ~	Compulsory	To include singing in collective worship and performance to a range of audiences both in and out of school. Opportunity for all children in KS 2 to play an instrument will be given as part of the curriculum.
Physical Education	2	Compulsory	To include Health Education, Forest Schools and Outdoor Activity. Competition will play an important part of PE at KS 2, all children will be encouraged to take part in school to school competitions in sports of their choice.
Religious Education	1	Compulsory	This will include Community Cohesion and be guided by the agreed Staffordshire RE syllabus.
Personal, Social and Health Education	2	Compulsory	To include Debating, fundamental British Values, Drugs and Alcohol Education, and Sex and Relationships Education.
Extra-Curricular activities to include, Sports, drama, art, computing, sign language, gardening and music.	2	Compulsory with a strong emphasis on participation.	A wide range of extra-curricular activities will be offered throughout the week at lunch time and after school.*

~ 1 hour per week from one of these subjects (dependent upon the theme) will be delivered through “STRIPE” to create a four-hour “STRIPE morning” per week.

* Evidence suggests that participation in enrichment opportunities early in a child’s schooling can mitigate the impact of disadvantage upon achievement outcomes (source: The Sutton Trust) These opportunities will therefore be promoted particularly to children for which the school is in receipt of Pupil Premium funding, children of hard to reach parents, children from disadvantaged families and those “just about managing”. Our aspiration, and our target, is that these children will participate to the same extent as their peers.

Length of school day , including any enrichment time.	Nursery The school day in the Nursery will offer 5 mornings/afternoons beginning between 8.00am and 8.45 am and finishing between 4pm and 4.30pm. We will ensure that the Nursery times we offer are in response to the needs of the surrounding community.	
	EYFS & Key Stage 1	
	7.45 am	Breakfast club
	8.45am	Arrival time with an 8.55am Registration.
	10.15–10 30am	Morning Break
	12.00pm	Lunch
	1.15pm	Afternoon Session
	3.15pm	End of lessons
	3.15 – 4.30	Enrichment activity
	Key Stage 2	
7.45 am	Breakfast club	
8.45am	Arrival time with an 8.55am Registration.	
10.30–10 45am	Morning Break	
12.10pm	Lunch	
1. 25pm	Afternoon Session	
3.20pm	End of lessons	
3.20 – 4.30	Enrichment activities	

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

Aim:
 “We believe in the power of education to improve lives – and the world.” This statement, at the heart of John Taylor Multi-Academy Trust, will also be at the heart of the curricular and extra-curricular provision offered at the Free School. All themes and subjects, and the effectiveness of their delivery, have been constructed to improve the lives, both current and future, of the children

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

we serve, and in so doing enable them to in turn improve the world around them – locally, nationally, and globally.

Ethos:

For all associated with the John Taylor community of schools, including this Free School, the above aim can only be realised if all work together, drawing on one another's talents and aptitudes, and setting individual and collective aspirations beyond our expectations. The ethos of rejecting complacency and mediocrity will be at the heart of the Free School's values, and will percolate through our curriculum, pastoral care and behaviour management, and into the wider opportunities of leadership and challenge to the most able we will be presenting young people with throughout the eight years they are at the school.

We will replicate this aim and ethos in the Free School, believing that it is as relevant in the context of the new community we will serve, which will be not dis-similar to those we currently serve in the neighbouring localities and at the adjacent secondary John Taylor Free School.

The Free School's curriculum will be developed and led by the outstanding project team based on a **Forest School Ethos**, a desire to develop the **leaders of the future** and the **National Curriculum** and **Early Years Foundation Stage Curriculum**.

We are fully committed to the benefits of adopting a Forest School Approach throughout the school as a vehicle for teaching and learning.

Forest School is an innovative and inspirational educational approach to outdoor play and learning, that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences. We aim to use the protected land around the school site and plant trees and hedges with the support of the National Forest to carry out our learning and teaching.

<http://www.forestschoolassociation.org> details further information and **Liz O'Brien** (Forest Research) & **Richard Murray** (New Economics Foundation) – research into Forest School to see how it linked to the Learning Outside the Classroom Manifesto produced by the Government in 2006: **Forest School: A Marvellous Opportunity to Learn**, makes a compelling argument when combined with the successful implementation of the forest schools methodology across our existing primary schools.

By participating in engaging, motivating and achievable tasks and activities in a woodland environment each pupil will have an opportunity to develop intrinsic motivation, sound emotional and social skills. These, through greater self-awareness, will be developed to enable children to reach personal potential. This learner-centred approach interweaves with the ever-changing

E1 - An ambitious, affordable and deliverable curriculum plan which is consistent with the vision, pupil intake and financial plan

moods and marvels, potential and challenges of the natural world through the seasons to fill every Forest School session and programme with discovery and difference. Our sessions will share a common set of principles:

- To provide a safe and non-threatening environment in which children can take risks, make choices and initiate their own learning.
- To provide an opportunity for individuals to enjoy themselves.
- To help children understand, appreciate and care for the natural environment.
- To provide ways of developing practical life skills in an outdoor environment.
- To develop self-esteem, confidence and a positive disposition to learning through the /completion of small, achievable tasks.
- To meet the needs of children with all learning styles
- To develop social and team working skills
- To enable children to be independent, self-motivated and considerate.
- To be true to the forest school ethos and approach
- To develop a secure, happy and welcoming environment.
- To provide stimulation and varied learning activities appropriate to the child's needs and stages of development.
- To help each child build self-esteem, confidence, independence and self-control and interpersonal skills.

This will be aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.

Forest Schools has demonstrated success with children of all ages who visit the same local woodlands on a regular basis and through play, who have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. Children at our school will use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated. On opening it will be preferred that staff will have the Forest School qualification, however if this is not possible then there is room for flexibility of staffing with five schools in the Trust already operating successful Forest Schools in their settings.

Our Forest School will aim to develop:

- Self-Awareness
- Self-Regulation
- Intrinsic motivation

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- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence
- Ability to take risks and experience challenge
- Ability to explore and discover and experience success
- A strong, positive relationship with the natural world

Our Forest School, through its application of accelerated learning techniques will create a unique learning vehicle that will be used to encourage our pupils and their families to utilise their unique local open space for interactive play, health, recreation and personal development uses. The approach will help to bring this new community together. Settings in the Trust which operate a Forest School approach successfully invite parents and family members along regularly to enjoy and share the sessions with their children. We would look to emulate this activity and recognise the importance of bringing the new community together.

Children and, more and more, adults need time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice will develop understanding of the world, the environment and everything within it through the use of emotions, imagination and senses.

This ethos creates learning communities where deep-level learning and progression are the norm and at our school this will become a reality in a world where nature and communities play, learn and work hand in hand.

Delivery

It is envisaged that all pupils in nursery and Reception will have daily opportunity to learn in this way with all staff in Early Years to be fully qualified to lead Forest School. In Key Stage 1 and 2 pupils will have at least 4 of their learning sessions a week delivered through this model, with half the staff over the first 3 years becoming fully qualified. Materials and equipment will be budgeted for as well as loaned from nearby schools. Five Trust primary schools have between them six fully trained leaders who will support staff development in the first three years.

The fact the school will be built in the National Forest and has all round access to green spaces, coupled with the obvious importance of our children learning about their environment lends itself well to the Forest School ethos we are proposing.

The School will develop an expertise in Leadership at primary level with pupils playing a key role in leadership in the community and the school.

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In addition to the core curriculum offer, all children from Nursery to Year 6 will be offered opportunity to develop their leadership skills. The school will promote the importance of the development of personal qualities and skills of our children which will enable them to become the leaders of the future.

The development of 'leadership' within the school (see table below) will be based on important life skills and will dovetail into the 'STRIPE' system at John Taylor Free School and John Taylor High School:

"STRIPE" at John Taylor High School and John Taylor Free School:

The curriculum at the primary school would seek to dovetail extensively on a thematic model created in-house at John Taylor High School and John Taylor Free School ('STRIPE' – **S**elf Manager, **T**eam Worker, **R**eflective, **I**nnovate and Create, **P**articipate, **E**nquirer). The STRIPE programme achieves the following outcomes at John Taylor:

- significant impact on pupil 'readiness' for the secondary curriculum
- more cohesive student interactions as they integrate from up to twenty different local primary schools
- enables pupils to focus on skills development as much as knowledge and understanding
- heightens appreciation of the links between subject areas across the curriculum
- raises levels of participation, via the 'passport' of competencies that compels all to engage
- improves levels of enjoyment in learning
- provides stretch and challenge for children of all abilities and aptitudes

However, unlike some 'blended' learning/topic-based study, STRIPE achieves the above without compromising the academic and assessment rigour of a traditional subject-by-subject offer.

STRIPE works by delivering content in several subject areas around a central theme. These themes provide the opportunity to deliver the subject content within a real-world context. Subjects are linked within a theme and each subject has a programme of study that allows pupils to develop their knowledge and understanding of relevant aspects of the curriculum. In order to develop the six STRIPE areas, each theme provides explicit opportunities to develop a particular skill.

Progress of pupils' knowledge and understanding is tracked through demonstrating competence across a series of age appropriate knowledge statements. This assessment is linked to current National Curriculum. Skills competence is monitored in a similar fashion allowing pupils to demonstrate Bronze, Silver, Gold or Platinum skills level.

Proposed Leadership Development:

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Leadership skill	Desired outcome Children will be:	Curricular opportunities	Co-curricular opportunities
1	Respect	<p>Respectful to others at all times</p> <p>All curriculum areas will plan for these skills to be incorporated throughout the year.</p> <p>Science experiments, maths challenges, group drama and PSHE work are just some of the examples where the skills can be taught and practised.</p> <p>Teachers will give children the opportunity to lead groups, present their work to others, solve problems and find answers, all the time developing the stage of leadership they are at.</p> <p>Subject leadership roles will include:</p> <ul style="list-style-type: none"> • Music monitor (all year groups) • Librarian (all year groups) • Sports councillor (all year groups) • Reading Buddies (KS 1 & 2) <p>Non-curricular leadership roles will include:</p> <ul style="list-style-type: none"> • School councillor (all year groups) • Welcoming ambassadors, for children new to the school (all year groups) • Playground buddy (KS2) • Gardening leader (all year groups) • Young leader (KS2) • House captain (all year groups) • Prefect (KS2) <p>Community work will be a vital part of the weekly curriculum. This may be in the guise of class projects or events throughout the year such as Harvest basket giving to identified local groups, activity leaders and stall holders at fayres and singing to local groups.</p>	<p>All activities outside the classroom will support the leadership skills.</p> <p>These will include at least 1 lunch time club each week for each child.</p> <p>The selection of clubs will be interest driven and will include various sports, music, the arts, reading and coding.</p>

Pupil Characteristics

Taking the average pupil characteristics of 8 schools within a 4-mile radius of the proposed site, including 3 JTMAT primaries and our secondary Free School (opened 2018) and the details of the housing being built in the area gives a projected cohort breakdown of:

Characteristic	Local Average	John Taylor Free School Sept 2018	Branston Locks Primary School	Rykneld (JTMAT) Sept 2018	Mosley (JTMAT) Sept 2018	Shobnall (JTMAT) Sept 2018
Absence	3.4%	3.16%	2%	2.26%	3.24%	1.9%
EAL	27.2%	7.14%	7% *	25.1%	1.08%	0%
SEN EHC plans	0.7%	0.95%	1%	0.52%	1.08%	0%
FSM /PP	8.8%	5.71% (FSM) 16.19% (PP)	5%	5.02% (FSM) 10.03% (PP)	2.16% (FSM) 7.56% (PP)	2.4%
Looked after children	0.4%	0	1%	0.34%	4.32%	0%

* East Staffordshire average will be skewed as the dominant statistical determinant is the population characteristics of the town of Burton-on-Trent. The surrounding areas comprise an ethnic profile as represented in the projections for the Free School (i.e. approximately 7% EAL) as calculated by aggregating school rolls of nearby primary and secondary schools.

Curriculum Aims of the Trust and the focus at primary level.

All phases of the school will follow the appropriate National Guidelines, which are the Early Years Foundation Stage (EYFS) and The National Curriculum for KS1 and KS2.

The Foundation Stage (Nursery and Reception) will follow a curriculum designed to build on the children's knowledge and interests and will prepare them for the National Curriculum to follow. This Foundation Stage curriculum is based on three prime areas of learning and development:

- 1) Personal, social and emotional development;
- 2) Communication and language;
- 3) Physical development;

and four specific areas:

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- 1) Maths;
- 2) Literacy
- 3) Understanding of the world;
- 4) Expressive arts and design.

Nursery will provide:

- an excellent Early Years teacher-led curriculum, nurturing children to achieve their potential
- a fun environment for learning, where each child can grow in self-esteem and independence
- a caring staff team who look out for each individual child's needs, helping them become more confident
- quality feedback to parents

Extended Entitlement

All 3 or 4 year olds are entitled to 15 hours of free child care per week, in addition they may be entitled to 30 of hours of free childcare, if parents are working and fulfil to government criteria. Furthermore, we would anticipate opening the school's nursery provision on an all year round basis (i.e. not merely term time) to help working families.

Approaches to key curriculum areas:- The school will follow the Early years Foundation Stage Curriculum for nursery and Reception classes and the National Curriculum for KS1 and KS 2.

English – Big Write at EYFS, LCP phonics across school, cursive handwriting across school. Mixture of reading schemes, including phonics based scheme for children with specific needs.

Mathematics –A maths mastery approach will be used to teach all elements of the maths curriculum. This will include materials from National Maths Hubs, The White Rose and ENRICH.

Science –Practical first hand experiences at all times in order for concepts to be learnt effectively, with access to laboratories at the Trust's secondary schools, notably John Taylor Free School.

Art-The use of professional artists where available to teach art skill and technique. Links with local artists and students at High school will be encouraged to enrich their experiences. Exhibition of work to be embedded across school.

Design Technology –Blocks of work planned where children work with professionals where available to plan, design, make and review. Secure links established with local companies to enhance the provision.

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Computing –The use of ICT in classrooms and to aid learning will become embedded over time. A solid teacher knowledge base and experts in all year groups will be crucial to ensure all children develop the curriculum skills and can apply them in their everyday learning. Coding will be integral and taught explicitly. The school will be able to draw upon existing expertise at the Trust's nearby existing providers, including John Taylor Free and High Schools, where Computing is an area of strength up to and including Advanced Level (at John Taylor High), and the latest hardware (John Taylor Free School).

History- experiential learning at the heart. Links with drama groups, visits and visitors will bring History alive.

Geography –experiential learning at the heart. Links with local landmarks and fieldwork will bring Geography alive.

Modern Foreign Languages – The use of a French scheme of work La Jolie Ronde, which reflects the practical nature of the rest of the curriculum. As with Computing, we envisage that the school will draw upon expertise at John Taylor High School in the delivery of Modern Foreign Languages, where results and take-up are impressive year-on-year.

Music –The belief all children can play, sing and perform and all given opportunity to explore, take part and excel. Links with local music groups of all styles such as Burton Youth orchestra and the use of peripatetic teachers from across the Trust. The school will be able to participate fully in Trust-wide musical events and activities, including performing in collaborative choirs and orchestras. A cross Trust choir and orchestra KS2/3 is being developed. This will be particularly important in the nurturing of young talent in the school whilst its population is growing. The Trust will host (at John Taylor Free School) its first Christmas Concert, featuring the choirs of all nine primary schools, in December 2018.

Physical Education – Inclusion in the Robert Sutton Sports Partnership and the John Taylor Sports partnership will give many opportunities for inter school competition, teacher training programmes and a full support network.

Religious Education – Use of the rich mix of families, cultures and religions the school may find it has built, to enhance the children's experience and knowledge. The school will follow the Locally Agreed Syllabus for RE.

Personal, Social and Health Education – One of the most important areas in the school. As well as PSHE lessons, children will have assemblies and take part in national events such as fund raising for charity, national anti-bullying week and healthy living week. Links with local health service providers will form an experienced support network for the delivery of this area.

STRIPE – The school will adopt the skills-rich curriculum, amended to the primary phase, found in Key Stage 3 at John Taylor High and Free Schools, leading to a coherent learning approach across phases.

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Extra-Curricular Sports and Art – While we recognise after school activity does not suit all family organisation, all children from Year 1 up will be encouraged to take part in co-curricular activities throughout the year. These may occur during lunch time breaks. Representing the school will be an important element.

Leadership-As discussed already the nature of skills development will take place throughout the school in curriculum design and co-curricular events and activities.

As children achieve at different levels of leadership rewards and celebrations are to be built in. This could culminate in children at the higher level achieving their 'Full House Colours' for achieving the following: representing the school in arts and sport, volunteering in the community and fundraising for a charity. The leadership skills displayed each time would be outstanding.

Using the Enabling Enterprise 'Skills Builder' programme we will be able to judge progress made in all skills from their starting points and celebrate those who grow and mature in the skills over time. This combined with the amount of times children represent the school will be recognised as success.

Admissions

The Free School will provide places to students from the new housing communities in Tatenhill and neighbouring pockets of demographic growth.

Pupils entering the school will do so through the following procedure:

- Places will be allocated following a standard application to the local authority, through the co-ordinated admissions process.
- If oversubscribed then the judgement will be distance from the Free School and siblings currently at John Taylor Free School.

By Easter 2020 (possibly earlier) – there will need to be staffing provision (at Trust level) in post to support the Free School in its coordination of the new intake. Staffordshire County Council will administer the application process. The Free School will look to work within the traditional deadline for applications for Reception, and will be marketing and promoting the school, alongside communicating agreed entry criteria well in advance of that date. However, we recognise that there is some latitude for new providers beyond the deadline date especially as new housing will be being built but is unlikely to be occupied by many residents at this stage, the Free School may seek to take advantage of any extension to the admission deadline that is agreed.

The Free School will not have a 'catchment' area initially (in accordance with Staffordshire County Council's place planning proposals) but in the event of over-subscription (particularly likely as housing growth quickens and the school is established as a high quality provider) the school will favour applications from the new housing developments that it has been primarily created to serve. We are working on the assumption that as families move in to the development from other areas of Burton (appraised by housing developers generally as a highly localised market) they

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will ordinarily be offered places. The Free School will work with the local authority's admissions team to establish criteria for refusal of places where appropriate, and would look to work positively and transparently with neighbouring schools in order to ensure that the sometimes contrasting priorities of parental choice and efficient place planning are reconciled where possible.

The Free School will promote a series of Open Evenings, either in the new school building or at a neighbouring school of John Taylor Free School. Pupils will be split into 4 houses and this house system will be used for team work activities.

Once the September intake each year has been completed, it is the intention of the Free School to have calendared intake dates. Whilst there is an obligation for pupils to be in education, the management of irregular and unplanned admissions could be educationally detrimental to both the incoming child and their established peers, and would prove organisationally challenging. The Free School will operate in-year admissions via alternate weeks – week 1 as 'viewing week' and week 2 as the "admission week" – providing plenty of scope for enquiries to be correctly managed and children to be effectively inducted into the school. This plan is already embedded within John Taylor Free School's systems. Especially in its early phase, would will also open the school for viewings at weekends and during school holiday periods – times typically used by prospective homebuyers to view properties and the facilities surrounding them. We will liaise with housing developers to ensure a coherent offer is presented to families in this situation, including displays and written information about the school being available in the show homes.

Pupils with Additional Needs (SEND, EAL, LAC, PP/FSM), and working with the most able

SEND

The Free School will have a SENDCo in place to oversee the needs of students who have additional needs (LAC, EAL, SEND and catch up). When the school opens the SENCO will be the Deputy Head. Pupils will be assessed to support the identification of additional needs. We will look to assess students in the four broad areas of:

*** Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

*** Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

*** Social, Emotional and Mental Health Difficulties**

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This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

* Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

This will be done through continuous assessment of student progress against the recognised expected progress of all students, and founded upon effective transition arrangements with pupils moving from previous primary schools.

The SENDCo will have arrangements in place to ensure that children are supported throughout the Free School. This will include a clear approach to identifying and responding to SEND. We will then have effective provision that improves the long term outcomes for children. We will use our resources and expertise to:

- * use their best endeavours to make sure that a pupil with SEND gets the support they need
- * ensure that pupils with SEND engage in the activities of school alongside pupils who do not have SEND
- * inform parents when the school are making special educational provision for a pupil

The SENDCo will also prepare a report on:

- * The implementation of their SEND policy
- * Their arrangements for the admission of disabled children
- * The steps being taken to prevent disabled children from being treated less favourably than others
- * The facilities provided to enable access to the school for disabled children
- * Their accessibility plan showing how they plan to improve access over time

The SENDCo will also work with staff to ensure that all pupils are assessed against the seven areas of learning. These are:

- * Communication and language
- * Physical development
- * Personal, social and emotional development

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- * Literacy
- * Mathematics
- * Understanding of the world
- * Expressive arts and design

It will also be the SENDCo's responsibility to support pupils at key stages of transition, particularly those pupils who have EHC plans.

We will work with a range of professionals from education- and health-related organisations to ensure that key milestones are met and that the plans are reviewed every 12 months.

EAL

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an Additional Language, this includes recognising and valuing their home language and background. As a school, we will believe that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We believe that it is important to ensure that all children have access to the whole curriculum in order to raise standards of achievement. By establishing a positive sense of identity, we can promote self-esteem and confidence.

The school is committed to making appropriate provision for EAL pupils, both in terms of language-friendly teaching styles and through the allocation of additional resources where needed.

We will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Our work with EAL learners will be underpinned by the three principles of good practice identified in the National Strategy:

- Bilingualism is an asset, and the first language has an important role in learning and in the acquisition of additional languages
- Cognitive challenge can and should be kept appropriately high through the provision of linguistic and contextual support
- Language acquisition goes hand in hand with cognitive and academic development

Working with the most able:

The most able will be identified on entry from a range of sources – Prior assessment information (which the children will come with for year 1 upwards) and baseline assessment on entry.

In addition we will include additional students who, through their own development and our teaching, make greater than expected progress to the extent where they emerge as the most able. This will operate Trust-wide, and therefore present opportunities for these students who,

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by definition, “stand out” in their own schools to work collaboratively with their counterparts in other MAT schools.

An outstanding teacher will be appointed “Most Able Co-ordinator” (on a Teaching and Learning Responsibility allowance) and will champion curricular and enrichment opportunities for the most able. Contingent on the scale of the role, there may be scope for this to be a responsibility that the post-holder undertakes across both the Free School and other Primary schools within the MAT. (where this position already exists in its staffing structure

This will be a continuous approach that will ensure that this is embedded in school life and not a testing issue that only happens at certain points of the year. This will help to avoid us missing the hidden talents of pupils and ensure that there is continuous open dialogue between staff, parents and students.

LAC

The Free School will have an Assistant Head who will, amongst other roles and responsibilities, serve as LAC Co-ordinator. This person will ensure that all Personal Education Plans are completed at appropriate times and ensure that mile-stones are met. The Free School will adhere to the provision for LAC students that is made in the School Admissions Code and the document “Promoting the education of looked after children” DfE July 2012.

Pupil Premium

John Taylor High School was named as a leading Secondary school in the West Midlands in relation to the support offered to Pupil Premium students, being the only non-selective recipient of a Pupil Premium Award in Staffordshire. The Free School would look to utilise this expertise to ensure the very best practice is modelled for all looked after children.

We believe that closing the gap happens through the following strategies:

Dealing with pupils’ complex needs is critical if we are to challenge and break down barriers to education. Through our Safeguarding procedures, our Prevent strategy and through a strong programme of PSHE and citizenship staff will be equipped to support and improve standards for all our children. PSHE and Citizenship will be taught to all children weekly and will be intertwined with our STRIPE curriculum in order for our pupils to grow and develop their own resilience, self-confident amongst other skills and beliefs.

We will work closely, as all the JTMAT schools currently do, with the local authority and professional agencies who offer advice, guidance and support in this area. All children entitled to pupil premium funding will be assessed and progress tracked in the same way as the other pupils in school. Clear targets will be planned and funding spent to meet their needs and raise aspiration.

E2 – Measuring pupil performance effectively and setting challenging expectations

E2 – Measuring pupil performance effectively and setting challenging expectations							
Target Setting							
The Trust has a history of setting highly aspirational targets and then achieving them. These are established through a detailed and thorough analysis of:							
<ol style="list-style-type: none"> 1. the make-up of the cohort using DfE data for similar local schools 2. the requirement to address historic under-achievement in specific areas 3. the progress made by pupils in other trust schools (see Section F1 – Track Record - for 2017 JT MAT primary school outcomes) 							
	2017/8 National Average	2021	2022	2023	2024	2025	Steady State
GLD	70.7% (2017)		76%	78%	80%	82%	90%
Phonics	81% (2017)			89%	92%	95%	95%
Key Stage 1	(2017) Reading 76%/25% Writing 68%/16% Maths 75%/21%				Reading 90%/35% Writing 84%/22% Maths 90%/35%	Reading 92%/38% Writing 86%/28% Maths 92%/44%	Reading 95%/40% Writing 88%/35% Maths 94%/45%
Key Stage 2	<u>Expected</u> R - 75% SP- 78% W- 78% M – 24% <u>Exceeding</u> R – 28% SP – 34% W – 20% M – 24%						<u>Expected</u> R - 85% SP- 85% W- 85% M – 85% <u>Exceeding</u> R – 35% SP – 30% W – 30% M35%

E2 – Measuring pupil performance effectively and setting challenging expectations

Additional Targets

Targets for Nursery: We aim to have a full nursery at all times at all times and strive to satisfy the new growing community. The nursery will be subject to a parental satisfaction survey annually in addition to termly questionnaires about specific areas of nursery life, such as care delivered, range of activities and progress.

Leadership Targets: That all children receive their ‘Half’ or ‘Full Leadership House Colours’ by the end of year 6.

Attendance: The local average for all JTMAT schools for attendance is above the national average. All our Trust schools have a target of 97% attendance and John Taylor Primary School will have the same target.

Inspection: Branston Locks Primary School will have a target for achieving at least Good overall with aspects that are appraised as Outstanding in their first inspection, with overall an Outstanding judgement within five years.

All targets will adjust in line with the changing national data. Thus, if the National KS2 combined has risen from 53% to 60% by 2023 so our target will increase proportionally.

The targets are aspirational; however, the Trust has clear evidence of its ability to meet aspirational targets. It also has a very comprehensive School Target Setting procedure.

Annual parental satisfaction survey shows a high proportion of satisfaction across our schools (source: Parent View).

All years are full according to growth strategy (grid above).

Target Setting for Children

The John Taylor Multi-Academy Trust’s approach to assessment is based upon guidance issued in the following documents:

- *Assessment information for schools from the DfE (2014)*
- *The Final Report on the Commission on Assessment Without Levels (2015)*
- *Myths and facts for schools (DfE, Spring 2015)*
- *NAHT Assessment Commission Guidance (2015)*
- *DfE Interim Assessment Frameworks (2015)*
- *OfSTED Framework (2015)*
- *Dylan Wiliam – Assessment for Learning: Why, What and How?*
- *Staffordshire guidelines – literacy and numeracy*

Management Information System (MIS)

All schools in John Taylor MAT use Capita’s SIMS information system, and this would be incorporated into the new Free School, enabling a coherent approach to pupil

E2 – Measuring pupil performance effectively and setting challenging expectations

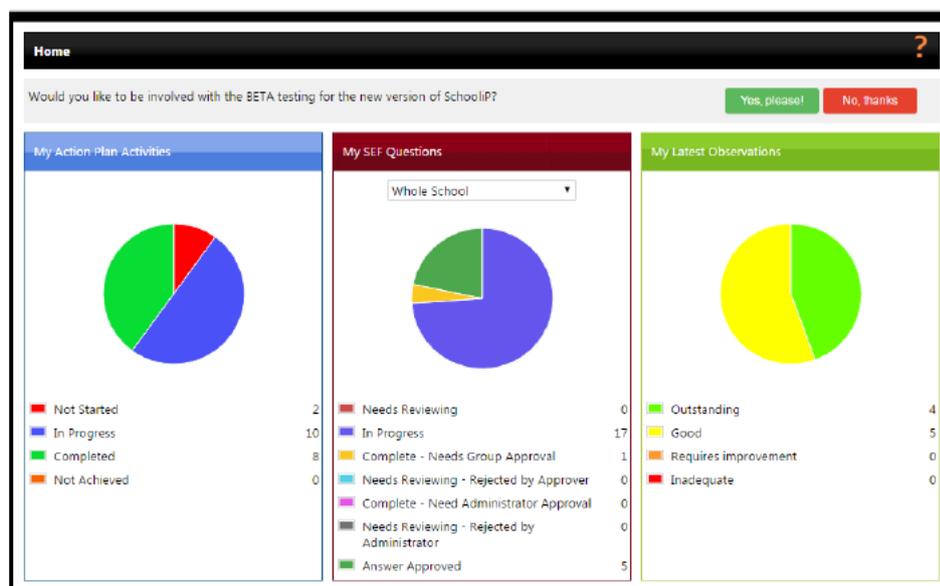
monitoring and reporting, and presenting shared training opportunities for administrative, support, and teaching staff across all MAT schools.

School Improvement Planning, Appraisal, Self-Evaluation

All schools within John Taylor MAT use an online resource (SchoolIP) for its school improvement planning, staff performance management processes and self-evaluation. Details can be found at: <http://www.derventiosolutions.com/what-we-do/educational-software/what-we-do/school-improvement-software/>

The following section describes how the system is used within the MAT, and – as with the MIS that underpins it – we anticipate that the Free School will also utilise SchoolIP. As such, the MAT Board will be well-placed to support the construction of the School Improvement Plan (and ensure its alignment to the key priorities established at MAT level in its three-year Strategic Plan), cascade performance management targets (particularly those relating to pupil progress) to all staff across the MAT's schools including the Free School, and provide a repository for self-evaluation evidence (including lesson observations) and documentation. The MAT Board and its CEO will also be in a position to monitor completion of activities, performance management interim and final reviews, and self-evaluation updates.

Home screen 'dashboard' – showing completion levels against the School/Team Improvement Plan, SEF completion, and lesson observation findings. (Fig 13)



Appraisal

All teaching and support staff will have targets set, monitored, and evaluated via SchoolIP.

E2 – Measuring pupil performance effectively and setting challenging expectations

There is a strong culture of accountability that permeates across all schools within the Multi-Academy Trust. Performance targets based on external student outcomes, take precedence, and there is clarity of expectation amongst staff that successful appraisal – and pay progression – are contingent upon meeting quantifiable targets.

Formal lesson observations are rigorous and conducted by colleagues with experience and training in doing so. Annual training is undertaken by all assessors in order that we retain confidence in our quality assurance and standardisation mechanisms. Successful strategies and approaches are celebrated and disseminated, and areas for development are discussed frankly, recorded, and followed by appropriate remedial actions.

Other performance management targets are aligned with school and departmental priorities.

Interim performance management reviews are held, and the outcomes recorded. Again, remedial action where necessary is undertaken to place targets vulnerable to failure back on track. Examples of successful interventions can be cited by our CEO which led to targets being achieved.

Moving forward, the training development programme for all staff at the school will be both SIP led and needs led and will be facilitated in some part by local teachers and leaders. This will involve close work with The National Forest Teaching School, hosted at John Taylor High School.

All schools currently in the MAT utilise the extensive training opportunities from within the MAT and the National Forest Teaching School. All areas of teaching and learning, curriculum, leadership and governance are mapped out and all schools strategically access this training. We would emulate this model moving forward. In addition teachers and leaders in the MAT schools are sharing good practice through some joint staff meetings, joint moderation training, joint literacy leads (in the Primary schools) and by using the same external moderation professionals for school review. All of the above is facilitated by a Primary School Improvement Partner, employed by the Trust.

Within our Trust, we understand the distinction between assessment: assessment *for* learning and assessment *of* learning.

Assessment *for* learning (formative assessment) involves the effective and instant identification of where pupils are and the quick response to this in order to raise pupil achievement and enable pupils to make rapid progress. Crucial to this principle is the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

E2 – Measuring pupil performance effectively and setting challenging expectations

Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. Practitioners may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

Although our assessment system allows for us to make assessments *of* learning, it is assessment *for* learning that lies at the heart of our system and of the process of promoting children's rapid progress. Our assessment system provides a framework within which educational objectives may be set and children's attainment and progress expressed and monitored. This is done in partnership with the children, parents, staff and Governors.

Assessment for learning is incorporated systematically into all teaching strategies in order to diagnose any issues and chart progress. Our assessment system enables practitioners and stakeholders to clearly identify successes and next steps and respond to them immediately. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Aims and Objectives

- To gather information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels.
- To track progress made by individuals and groups of pupils to facilitate early intervention and effective targeting of resources.
- To provide information to inform the school's strategic planning.
- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.

Formative Assessment Procedures

Early Years Foundation Stage Profile (EYFSP) – read in conjunction with the Schools' EYFS Policy

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the **end** of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 Early Learning goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified

E2 – Measuring pupil performance effectively and setting challenging expectations

needs. Assessment in the Foundation Stage takes the form of observation, and this involves both the teacher and other adults, as well as parents as appropriate.

EYFS Formative Assessment

During the first few weeks in Reception, the teacher assesses the ability of each child. This is the baseline assessment and will take the form of observations as well as the nationally approved tool from the NFER. The National Foundation for Educational Research (NFER) have been chosen to deliver the baseline test for reception children from 2020. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. This assessment also takes into account parents' views and transition information from feeder settings although the teacher makes the final judgement.

The primary EYFS assessment method is through practitioners' observations of children within different teaching and learning contexts, including both adult focused activities and child initiated play based activities. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Learning Journeys, writing and mathematics books record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. 'Tapestry' software is used to record all observations and achievements in EYFS.

Transition from EYFS to KS1

When children leave EYFS, it is expected that they will be well-prepared to be ready to access the KS1 curriculum and will have reached the expected level in all areas of learning. Where this is not the case, these children will remain working on the EYFSP until the end of the Autumn term in year 1.

At this point, any children not working at the expected level will transfer to being assessed using the PIVATS systems for P'Levels. Practitioners will follow the national guidelines when using this system and take full responsibility to ensure all areas of the EYFS not achieved are still a focus of their teaching. When children leave EYFS, it is

E2 – Measuring pupil performance effectively and setting challenging expectations

expected that they will be well-prepared to be ready to access the KS1 curriculum and will have reached the expected level in all areas of learning. Where this is not the case, these children will remain working on the EYFSP until the end of the Autumn term in year 1.

At this point, any children not working at the expected level will transfer to being assessed using the PIVATS systems for P'Levels. Practitioners will follow the national guidelines when using this system and take full responsibility to ensure all areas of the EYFS not achieved are still a focus of their teaching.

The transition process will involve the children visiting their new classrooms and working with their new teachers in advance of them leaving EYFS. Parents will be invited to meet with the teachers and staff will work closely together to ensure all details are shared and understood. Children's specific Education Support Plans will continue and a seamless move will be made as a result.

Key Stage 1 and 2

Assessment in KS1 and 2 will follow the National Curriculum performance indicators for each area reading, writing, maths and SPAG. The school will follow best practice from across the Trust to ensure tracking of pupil progress is rigorous and accurate.

Moderation of judgements

Schools have a duty to moderate all assessment judgements made to ensure all are accurate and robust and in line with national exemplifications. We do this by:

- Moderating judgements within EYFS KS1 and KS2 between teachers and other staff as appropriate, looking at evidence and listening to the teacher's professional voice.
- Moderating judgements as part of the whole school moderating process
- Working alongside another local schools to discuss statements, look at exemplification material and agree judgments
- Attending Academy trust moderation meetings half termly
- Attending Local Authority moderation sessions
- Attending information sessions to ensure teachers knowledge is current
- Ensuring SLEs and county moderators are within our family of schools to offer first hand advice.

Target Setting in KS1 and KS2

Curricular targets have been created using the statements for reading, writing and maths. These targets are broken down into child-friendly speak and are collated for each step on target ladders. The target ladders are placed at the back of books so that they can flap open for children to refer to throughout lessons.

E2 – Measuring pupil performance effectively and setting challenging expectations

Children will be set one reading, one writing and two maths targets (one with a number focus and the other with a different focus across the maths curriculum). The particular target that the child is working on will be circled in the margin. Targets are all numbered and link to the numbered statements on the ALS. Once a target has been achieved it will be highlighted off using the appropriate colour highlighter for that half term.

Targets will be shared with parents at the beginning of each half term via the assessment newsletter. Each half term will start with a Target Setting Week, where the teacher works with every child individually to discuss targets that are being set and to also discuss the progress made since the previous half term.

Summative Assessment in KS1 and KS2 – External

Year 1 Phonics Screening

At the end of Year 1 (a week in June), every child will complete a phonics assessment. The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. Every year a pass mark (threshold) is set by the Standard and Testing Agency. Any children who did not meet the threshold will retake the assessment in Year 2. The assessment is administered internally by teachers. The assessment consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child.

Key Stage 1 SATs

The KS1 SATs are more heavily weighted by teacher assessment rather than the results of a test. Teachers will determine an outcome for each child in Speaking and Listening, Reading and Writing, Maths as well as an overall outcome in Science. To help inform the teacher assessment judgement, children will sit tests during a week in May. The tests are as follows:

- Two reading papers
- Two maths paper (arithmetic and reasoning paper)
- English Grammar, Punctuation and Spelling test

Key Stage 2

At the end of KS2 children will sit tests in Reading, EGPS and Maths. The tests are as follows:

- One reading paper
- Three maths papers (one arithmetic and two reasoning papers)
- EGPS paper

E2 – Measuring pupil performance effectively and setting challenging expectations

The outcomes of the test will be generated using a scaled score. The scaled score will have a lower end point below 100 and an upper end point above 100. A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

All Schools within the Trust will include results from the national curriculum tests in their annual reports to parents and on the school's website (summative). Schools will report the pupil's scaled score and whether or not they met the national standard.

Communication of Assessment between the Trust, Leaders and Wider School Team Members

Each half term, every school within the Trust completes a Headteachers report which is shared at MAT board meetings and a bespoke Achievement and Progress Committee, dedicated exclusively for this function. These reports highlight all assessments, analysis of data and actions as a result.

Annually, leaders also analyse, share and publish the Raise Online and Data Dashboard. Again, these documents are used to report successes and next steps to the Local Governing Body and the Trust Board of Directors.

Communication of Assessment to Parents

There are a number of ways in which the school communicates with parents with regard to their child's assessment:

Schools will determine the method of communication most applicable to their community.

- **Assessment Newsletter**

Once a term, parents receive an assessment newsletter which is written by the Assessment Leader and Assessment Ambassadors using the school's template. This newsletter outlines for each key stage, what is going well within specific assessment statements and what children will be working on each half term. Each child completes the blank box at the bottom of the newsletter with their own targets so that parents are up-to-date with their latest targets.

- **Parent workshops** enable parents to access adult learning around the meaning of children's targets and how they can support them at home. These will be age and phase specific.

- Termly parent - teacher **consultation meetings**.

E2 – Measuring pupil performance effectively and setting challenging expectations

Children with Special Educational Needs – Read in Conjunction with the Schools’ SEND Policy

Children who are working at P’ levels will be assessed using the PIVATS system. Staffordshire SPRINT materials will be used to set targets and assess children on the Autistic spectrum.

All children with a recognised additional need will be supported accordingly. We recognise the importance of working with external agencies such as: Speech and language therapists and educational psychologists to acquire the best advice and support for our children. Quality first teaching will be expected at all times and class teachers will be expected to embrace inclusion. Senior leaders will be responsible for ensuring training is available for staff with whom their children may have more complex needs. Assessment will follow the school systems but include elements of materials such as SPRINT for children on the Autistic Spectrum and P’Levels where children are not working at the expected level. Looked after children will have a PEP (personal education plan) and school staff will work closely with services to ensure the children are fully supported and cared for. All children with recognised additional needs will have an ISP (individual Support Plan) which includes personal; targets and school staff and parents meet at least termly to review progress and determine further support.

Equal Opportunities

In our school, every child has an entitlement to an assessment process that:

- Accurately identifies and tracks their progress.
- Highlights strengths and difficulties along with strategies to manage them.
- Raises the expectations of success and celebrates a broad range of achievements.
- Provides reliable and credible information to support learning.

Is motivating and actively involves them in reviewing their work and setting realistic target setting.

E3 – Staffing

E3 – Staffing

The Free School will have a Headteacher and Deputy Headteacher both non-class based, to ensure quality leadership across the school. The Deputy Headteacher will have some teaching responsibilities in the first instance., and the Assistant Headteacher will be class based. The Deputy Headteacher will have responsibility of SEND across the school and work closely with SENDCos within the MAT and other local schools and PVIs. When recruiting staff for our local secondary Free School in March 2018, the Trust hosted an open morning which was attended by 400 colleagues, and we received over 160 applications for 12 teaching positions. We anticipate considerable interest from practitioners in positions at this school, and indeed have already received correspondence enquiring about roles that may be forthcoming.

The Free School will share (with other Trust schools) an MFL and music teacher to ensure specialist teaching. The school will train staff to lead quality Forest School provision drawing on excellence of local schools and nurseries already outstanding in this area.

100% model	Sept 21/22 2 classes	Sept 22/23 3 classes	Sept 23/24 4 classes	Sept 24/25 5 classes	Sept 25/26 6 classes	Sept 26/27 8 classes
Headteacher (line managed by CEO)	1	1	1	1	1	1
Deputy Headteacher/SENDCO class based in reception	1	1	1	1	2	2
Assistant Headteacher/EYFS leader class based in Nursery	1	1	1	1	1	1
Clerk to LGB-contracted hours	1	1	1	1	1	1
EWO (shared within MAT)	0.1	0.1	0.1	0.1	0.2	0.2
Class based Teaching Staff ¹	2 (as above)	3	4	5	6	8

¹ Teaching staffing will be bolstered, especially in the early years of the Free School through Deputy Headteacher and Assistant Headteacher teaching 0.5 of the week – built into FTE calculations.

E3 – Staffing						
PPA teacher	0.2	0.3	0.3	0.4	0.5	0.6
MFL/Music specialist				0.2	0.2	0.2
Total Teaching FTE	2.2	3.3	4.8	5.6	6.7	8.8
Classroom support						
Learning Support Assistants	2	3	3	4	5	6
Higher level Learning Support Assistants/	0	0	1	1	1	2
Total:	2	3	4	5	6	8
Premises staff						
Site Supervisor (hours per week)	10	10	10	10	10	10
Cleaning (hours per week)	5	5	6	6	8	8
Total hours per week:	15	15	16	16	18	18
Admin/Finance staff						
Office Manager/finance assist	1	1	1	1	1	1
Receptionist/Admin support			1	1	2	2
Total:	1	1	2	2	3	3
Kitchen staff	2	2	2	3	4	4
Lunch time supervisors	2	3	4	5	6	8
ICT technician	0.1	0.1	0.1	0.1	0.1	0.1
70% model	Sept 21/22 1 class	Sept 22/23 2 classes	Sept 23/24 3 classes	Sept 24/25 3 classes	Sept 25/26 4 classes	Sept 26/27 5 classes
Headteacher (line managed by CEO)	1	1	1	1	1	1
Deputy Headteacher/SENDCO ₁ class based	1	1	1	1	2	2
Assistant Headteacher/EYS leader class based		1	1	1	1	1
Clerk to LGB-contracted hours	1	1	1	1	1	1
EWO (shared within MAT)			0.1	0.1	0.2	0.2

E3 – Staffing						
Class based Teaching Staff ²	1	2	3	3	4	5
PPA teacher			0.2	0.2	0.3	0.3
MFL/Music specialist			0.1	0.1	0.2	0.2
Total Teaching FTE	1	2	3.3	3.3	4.5	5.5
Classroom support						
Learning Support Assistants	1	2	2	2	3	4
Higher level Learning Support Assistants/	0	0	1	1	1	2
Total:	1	2	3	3	4	6
Premises staff						
Site Supervisor (hrs per week)	8	8	8	10	10	10
Cleaning (hrs per week)	3	4	4	4	4	5
Total:	11	12	12	14	14	15
Admin/Finance staff						
Office Manager/finance assist	1	1	1	1	1	1
Receptionist/Admin support				0.5	0.5	1
Total:	1	1	1	1.5	1.5	2
Kitchen staff	1	1	2	2	3	3
Lunch time supervisors	1	2	3	3	4	5
ICT technician		0.1	0.1	0.1	0.1	0.1

² Teaching staffing will be bolstered, especially in the early years of the Free School through Deputy Headteacher and Assistant Headteacher teaching 0.5 of the week – built into FTE calculations.

E3 – Staffing

Year 1

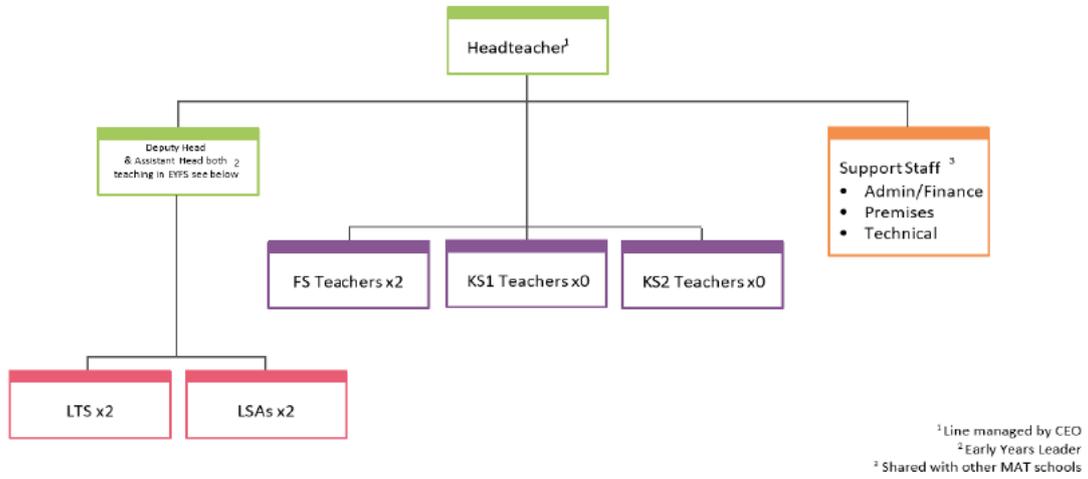
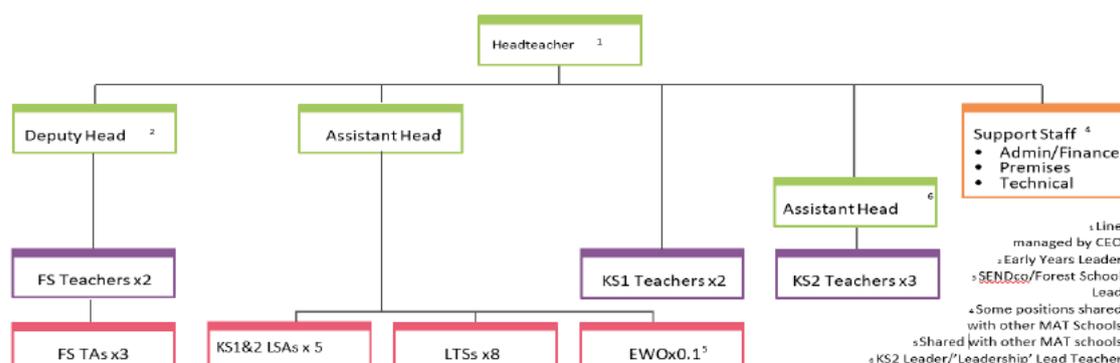


Figure 14 – Staffing structures Y1 and Steady State

E3 – Staffing

Steady State:



E4 – Integration and community cohesion

E4 – Integration and community cohesion

Ensuring Inclusivity

It is the committed aim of the Free School, as espoused in its vision (section C) to serve the children and families of the local community within which the school resides. The school will aim to be the school of choice for these families – irrespective of their social, economic, religious, ethnic or cultural background.

The school will regard all its pupils, and staff, as of equal value, and will promote the British Values of inclusion, tolerance, respect, and the celebration of diversity. It will do so with specific regard to gender and sexuality, religion and ethnicity, and physical and mental disability.

John Taylor MAT is committed to excellence for every child. Providing a fully inclusive community is at the heart of our vision. Our curriculum and ethos will ensure pupils are equipped to embrace the opportunities and challenge that life and work

E4 – Integration and community cohesion

present in the 21st Century. Staffing and retention of the schools within the JT MAT is high. The schools are always very popular and are operating at capacity.

Local parental surveys and Parent View for all local schools in the JT MAT are very positive with the overwhelming majority of parents saying they would recommend the school to another parent.

To enable us to cater for every need, it is essential that we are at the heart of the community and forge effective links with all stakeholders and agencies in the area. We know from experience that the most successful schools have to earn the trust of their communities. Local families and schools already know and trust our staff, governors, Trust and their working practices.

Broad and Balanced Curriculum

By following the National Curriculum, and developing the unique curriculum of leadership and Forest Schools ethos, the new school can be assured that it is broad and balanced and fit for the children who will be attending the school.

The school will not only promote the subjects in the national curriculum, it will also provide regular opportunities for the children to develop Leadership skills relevant for growing up in modern Staffordshire.

Each year group will have a wide range of trips, visits and visitors and experiential learning at its heart to enhance the curriculum and each year group will have the opportunity to show leadership within the school and community.

Welfare and fitness will also play an important role in ensuring all feel valued and belong. Every day will start with physical activity to invigorate and energise each pupil for the day; also support emotional well-being. Developing grit, resilience and physical and emotional health will support our pupils in succeeding and address some of the barriers to learning faced locally.

British Values

The school will actively promote British Values. Below are some examples of how this will be achieved:

Democracy

- School Council
- Class opportunities to vote on whole school development
- Philosophy for children
- Debating club

Rule of Law

E4 – Integration and community cohesion

- Young Magistrates
- School Rules - Rewards and Consequences
- Partnership work with Police Liaison Officer

Respect and Tolerance

- RE curriculum will cover the Staffordshire Agreed Syllabus
- Behaviour Policy
- Focussing on disability in the community, working within the local context, with people known as well as through books and stories
- French Culture (Key Stages 1 & 2)
- Visitors to school - E.g. Local religious leaders

Liberty

- Freedom of speech - School Council, Debating Club
- Assemblies - explore key historical figures
- Use of texts such as ‘My little book of bug freedoms’

Cultural Traditions

- Pupils will study the cultures and traditions of different people and countries; to promote understanding and tolerance that we are all global citizens.

SMSC

Our curriculum will promote pupils’ spiritual, moral, social and cultural development.

Below are examples of how this will be achieved;

Spiritual Development will be promoted by:

- Opportunities in the curriculum to reflect on the big questions of life, on their own and others beliefs, and their experiences.
- Encourage a sense of enjoyment and fascination in learning
- Opportunities for children to develop their imagination and creativity

Moral development will be promoted by:

- Supporting children in learning how to adhere to our behaviour expectations and how choices have consequences.
- Ensuring staff are consistent in their use of rewards and sanctions

E4 – Integration and community cohesion

- Learning about historical figures and issues like slavery and racial segregation
- Teaching children about tolerance and respect

Social development will be promoted by:

- Providing children with opportunities to play together and mediate when there are challenges or difficulties with relationships
- Ensuring all groups within the school community are valued
- Providing pupils with different opportunities to work with others in pairs and in small groups, within their year group and with older and younger pupils.
- Offering pupils opportunity to serve the school community as monitors and sports leaders

Cultural development will be promoted by:

- Exploring the culture of France as part of their Foreign Languages studies
- Exploring the culture of a range of countries
- Running a school council that has democratic elections
- Exposing children to a wide range of artistic, musical and sporting experiences

PSHE

The PSHE curriculum will enable pupils to acquire the knowledge, understanding and skills needed to manage their lives and thrive as individuals, in school, in their families and in society. The aim of the PSHE curriculum is to reduce the barriers to learning that some pupils experience. It will encourage pupils to live a safe, healthy and productive life, and will give them the skills they need to effectively manage the transitions we all face in life.

Our PSHE curriculum will help pupils build their personal identities, confidence and self-esteem. It will help them develop resilience and manage risk more effectively. It will also help them make and maintain good relationships and develop the essential skills needed to be employable in the future. Sex and relationships education plays a significant role in the holistic development of pupils. The governing body of the new school will work with staff to shape the curriculum to support pupils and educate them about the changes they will experience as they grow and mature.

Safeguarding & Prevent Duty

The Free School will be supported by John Taylor Multi Academy Trust to ensure its practices are fully compliant with current expectations and in line with the Trust policies. The Headteacher will take the lead and will be the designated member of staff for

E4 – Integration and community cohesion

safeguarding. They will also be the key member of staff working with other agencies when children are at risk of abuse or neglect. A Deputy Designated Safeguarding Lead will be appointed from within the staff also. The Child Protection policy will take note of latest guidance found in documents like “Keeping Children safe in Education” and the CEO will provide additional support. Regarding safeguarding, Prevent and other such areas, the Trust’s DSL’s Forum (which meets half termly) will provide invaluable support for the school in managing provision and issues.

A MAT-wide online safeguarding reporting tool is in place (‘My Concern’) creating smooth systems in all schools: <https://www.myconcern.co.uk/>

The school will ensure at least one member of the governing body is trained in safeguarding and works with the Headteacher to ensure statutory policies are adhered to by all staff. There will also be at least one fifth of the members of the governing body who will be trained in safer recruitment. The school will follow Trust procedures when recruiting staff including seeking references, undertaking DBS checks and in interview, exploring their motivation to work with children. All policies in this important area will be central ones from the Trust. The Trust will ensure all aspects of safeguarding are of the highest standards and comply with the latest regulations. The LGB will monitor staff at the school; with the Headteacher being accountable with the LGB to the Trust CEO and board. The Trust will ensure via regular reporting from the schools that the Prevent Duty and Safeguarding are implemented. Training will be delivered across the Trust and organised by The National Forest Teaching School. All staff will receive yearly safeguarding and child protection training and new staff who join mid-year will also be trained. Volunteers and parent helpers will also receive regular safeguarding training. All staff will be made aware of their responsibilities linked to the Prevent and Channel Duty. Any concerns of pupil radicalisation will be reported to the relevant authorities and all visitors will be checked to ensure they are suitable to be speaking to children. Proactive, age-appropriate, work to prevent radicalisation is undertaken through ICT e-safety, assemblies, PSHE and other opportunities.

A Welcoming School

The school will serve a specific community in Tatenhill which will be made up of pupils from a wide cultural and social background. To ensure all feel valued and welcome, the school will create a strong ethos, with a house system that will give pupils a sense of belonging, where they will get opportunity to work and play with pupils from different classes and ages. Pupils will learn about the culture of many countries during their time at the school, with each year group focusing on a continent of the world; the curriculum and school will be representative of the world we live in. The wearing of a school uniform will also help pupils feel a sense of belonging to the community, as will

E4 – Integration and community cohesion

belonging to John Taylor Multi Academy Trust which is recognised across the community.

The Free School will be proactive in providing a high quality formal and informal education for all its children and will audit curricular, cross-curricular and extra-curricular delivery of its inclusion agenda. In addition, the school will take its responsibilities seriously to challenge stereotypes and prejudice. We will have clear and appropriate sanctions in place, aligned to those of the Multi Academy Trust, for pupils who are openly intolerant, abusive or aggressive in a manner aggravated by their prejudices. Below is outlined some of the key tenets upon which John Taylor Multi Academy Trusts schools believe in.

Examples of policies implemented across the JTMAT

JTMAT POSITIVE BEHAVIOUR MANAGEMENT AND EXCLUSION POLICY

This policy will be reviewed at regular intervals to reflect changes regarding advice within education and following analysis of behaviour trends within each JTMAT School. The policy and guidance will be reviewed by the Senior Leadership Team and the Governors' Committee.

Each JTMAT School will have a member of the Senior Leadership Team who will be the lead for behaviour.

1.0 Rationale:

- 1.1 JTMAT schools want their pupils to be able to make a positive contribution within the society that they live. We recognise that pupils will make decisions that may not have positive outcomes. The Policy at a JTMAT School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.
- 1.2 Effective behaviour management is essential for the smooth running of each JTMAT School. Each school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.
- 1.3 All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.
- 1.4 This policy should be read in conjunction with the school's policies and guidance documents on SEND, Anti-Bullying, Attendance, Safeguarding, and Drugs. JTMAT schools acknowledge their legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

E4 – Integration and community cohesion

- 1.5 As part of the statutory duty of each JTMAT School to promote pupils' wellbeing, schools have a clear role to play in the management of student's behaviour. To support this, the Government's [Education and Inspections Act 2006](#), ensures that school staff has the information, advice and power to:
- Discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the [Education and Inspections Act 2006](#)).
 - The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
 - Discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
 - Discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
 - Impose detention outside school hours.
 - Confiscate pupils' property.
- 1.6 JTMAT Schools have a safeguarding duty, in respect of all of its pupils, regarding appropriate behaviour as per the [Keeping Children Safe in Education](#) statutory guidance. The school will share relevant data to the Local Authority and other relevant professionals as required. Please read this policy alongside the school's Anti-bullying, Health and Safety, Supporting Pupils with Medical Conditions, Dugs, and Safeguarding policies.
- 1.4 This policy has been written with reference to national and LA guidelines and been informed by relevant research data.

JTMAT PSHE POLICY

Ethos Statement

At John Taylor Multi Academy Trust and its schools, we work together to make a successful and happy community where we celebrate achievement and support each other through mutual respect and trust.

1.0 Aims and Values

- To promote and support the students' personal and social development.
- To help prepare students for adult and working life and for the transitions involved.
- To encourage pupils to make healthy and informed choices about their lives.
- To develop caring attitudes towards themselves, others and the environment.
- To help pupils to understand how society works.
- To promote tolerance and respect.
- To work in partnership with the agencies to help provide a co-ordinated approach to student development and for the programme of Information, Advice and Guidance (IAG) which includes Careers Education.
- To design a scheme of work that incorporates all elements, is coherent to students, avoids unnecessary duplication but takes advantage of opportunities to reinforce learning.

Section F – Capacity and capability

F1 – A strong track record

F1 – A strong track record

the necessary experience and credentials to deliver the school to opening

John Taylor MAT currently consists of nine schools: Three secondary phase and six primary phase. Three schools – one secondary, two primary – are currently rated “outstanding” (John Taylor High, Shobnall Primary, The Mosley Academy), a further three – all primary - are “good” (Yoxall St Peter’s, Thomas Russell Infants, Rykneld), one – secondary – is rated as “requiring improvement” (Kingsmead) but with “good” judgments for leadership and behaviour, an improved performance and progress trajectory, and the Trust cited positively in the report as a force for improvement (<https://files.api.ofsted.gov.uk/v1/file/2757565>). One school (Winshill Village Primary) joined the Trust in a sponsored capacity on 1st July 2018 following an “inadequate” Ofsted judgement, driven significantly by achievement and progress outcomes. The Trust has been working extensively with the school since January 2018 following notification of proposed sponsorship, and consequently the outcomes have improved significantly in the 2018 results.

The use of recent published achievement and progress data for the Trust can be problematic. First, several of our schools are too small for groups of learners (including disadvantaged) to feature on performance tables. Second, the rate of growth of the Trust has led to data for “new schools” and their “predecessor” schools to become enmeshed. Finally, in terms of progress, 2018 primary school national data is, at present, unavailable. 2017 performance table comparison can be viewed here:

<https://www.compare-school-performance.service.gov.uk/compare-schools?for=primary&basedon=%25%20meeting%20expected%20standard%20in%20reading%2C%20writing%20%26%20maths&show=Low%20prior%20attainers>

In order to show final achievement outcomes for 2018, please see the table below:

Year 2 Thomas Russell Infants School:

	% Reading	% Writing	% Maths
Working at the expected standard or above TRIS	92	88	95
Working at greater depth TRIS	47	25	31

F1 – A strong track record

Year 6:

National Tests: Reading, SPaG, Writing, Mathematics

	School at Expected level %	National average %	School at Exceeding level %	National Average %
Reading		75		28
Winshill *	74		26	
Mosley	88		53	
Ryknel	78		30	
Shobnall	94		44	
Yoxall	78		33	
SPAG		78		34
Winshill *	67		30	
Mosley	100		53	
Ryknel	88		27	
Shobnall	91		44	
Yoxall	78		28	
Writing		78		20
Winshill *	78		14	
Mosley	94		41	
Ryknel	84		22	
Shobnall	86		25	
Yoxall	83		22	
Mathematics		76		24
Winshill *	78		11	
Mosley	100		41	
Ryknel	72		22	
Shobnall	97		19	
Yoxall	72		6	

*Recently (July 2018) sponsored by JTMAT. 2018 outcomes significantly improved on 2017. Progress is assessed by all schools as positive for Year 6 overall, but a final progress figure is still to be confirmed.

School improvement has been positively appraised by the Regional Schools Commissioner via a Trust Review. At its disposal, the Trust has an NLE, two serving Ofsted Inspectors, two Pupil Premium Reviewers, primary and secondary school improvement partners, and the National Forest Teaching School (based at John Taylor High School) with a numerous and diverse range of Specialist Leaders in Education that are deployed within and beyond the MAT.

F2 – The necessary experience and credentials to deliver the school to opening

F2(a) – Skills and experience of your team

				<ul style="list-style-type: none"> • [REDACTED] 	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] 	10
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] 	5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] 	5

				<ul style="list-style-type: none">• [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]	
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*Organisational capacity has been created to enable these post-holders to continue to work against the agreed weekly hours throughout the pre-opening phase.

F2(a) – Skills and experience of your team

John Taylor Multi-Academy Trust is cognisant of the Department for Education's guidance on effective governance (most recently articulated in the publication "Multi-Academy Trusts: Good Practice and Expectations for Growth" [July 2018] and believe that the Members and Directors of the Trust collectively deliver the ten characteristics of effective governance through their individual skills, experience and personal qualities and, equally importantly, through their collegiate and effective strategies to support and hold to account executives of the Trust and governing bodies in the Trust's schools.

John Taylor MAT has at its disposal the expertise, experience, and attributes of its Board and senior executives (see Table F2(a) above). The Multi-Academy Trust Board is composed of high calibre individuals who understand implicitly the requirements of effective governance and trusteeship, and the need to be actively engaged in the holding to account of the Trust's senior staff – including its Chief Executive Officer. This has been validated by an RSC's Trust Review (Summer 2017).

At its core, the MAT Board retains within its Members the key individuals who worked with vigour and skill throughout the summer of 2010 to secure John Taylor High School's academy conversion. As one of the first 100 'converter' academies nationally, there was no clear blueprint to follow, and no slipstream to ride in. In this context, governors showed the initiative and courage to innovate, alongside the project management and administrative skills, not only for conversion to take place on time, and with very limited turbulence, but also with a Headteacher only six months into his first headship.

Subsequent to this, the Governing Body has continued to develop, securing new governors of similar acumen as and when required. In March 2014, Ofsted concluded that:

"The governing body has an in-depth understanding of the academy. Governors ensure that they are very well informed about the quality of teaching and of students' achievement, offering both support and robust challenge of performance data to secure further improvement. They ensure that the performance of teachers is well matched to salaries and promotion. Careful recruitment of new governors means that there is a wide range of experience and expertise which is put to effective use in support of the academy and its students. They have a detailed understanding of the way in which pupil premium funding is used and its impact on students' progress. Governors have strong links with subjects and areas of responsibility in the academy and work closely with senior leaders to set the academy's ambitious strategic vision."

John Taylor High School Ofsted Report, March 2014 p7

The movement to Multi-Academy Trust articles was equally effective, and the Board has demonstrated to the Department for Education (via securing sponsorship status) and the Regional Schools Commissioner (see attached letter of support) that it has both the capacity and capability to undertake the further expansion of the Trust to include this Free School in Wave 13. With nine schools already under the auspices of the Board, and three further joining on 1st December 2018, and a highly developed governance structure (see Section F2 below) within which they are controlled, the Trust would look

F2(a) – Skills and experience of your team

to replicate the existing local governance arrangements in the new Free School, and align their meeting structures, cycles and documentation with the existing schools of the MAT. However, the Board is acutely aware that effective governance has at its heart individuals of high calibre who are ambitious for their school and able to drive forward that ambition through effective and selfless support and challenge of the school's community.

With regard to governance in the Trust's primary phase schools, all our schools have highly effective and committed Local Governing Bodies, with a full complement of individuals from a diversity of backgrounds with an impressive range of experiences and skills sets.

Finally, the then Regional Schools Commissioner (West Midlands) Pank Patel indicated his assurance that the Trust has the capacity to open a primary free school in the proposed location via the Wave 13 application round and his successor Christine Quinn more recently (June 2018) endorsed our Fradley Park proposals, indicating continued confidence in the Trust.

F2(b) – Skills gap analysis

Table F2(b) – Skills gap analysis		
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap?
There is no discernible skills gap within the Project Delivery Team as it is currently composed (see Table F2a above).	Were a gap to emerge, the Trust would seek to add sufficient expertise and experience from its existing LGBs/the Board, the Teaching School Alliance, wider networks, or the Academy Ambassadors scheme if necessary.	

The format of our skills audit would be replicated to recruit personnel to the Local Governing Body of the primary free school. An emphasis would be given by the MAT Board, facilitated by the resources available through the Teaching School (e.g. NLG support), to training and development. Free School LGB members would be encouraged to access the MAT’s annual governance event. They would also, prior to the opening of the Free School, be expected to attend LGB meetings (at least one meeting of each committee – see below) at one of the Trust’s primary providers in order to understand the prescribed format, and the culture and ethos espoused by its membership. Finally, they would have full access to the Trust’s governor portal, including a repository of key documents, agendas, minutes, and links to valuable sources (e.g. Academy Financial Handbook, “The Key”).

Project Delivery Team:

Should our Free School application be progressed to the pre-opening phase John Taylor Multi-Academy Trust, in addition to the appointment of a Project Manager and Principal Designate (see below), would constitute a Project Delivery Team comprising at least one Member, trustees, senior leaders from the Trust, including the Primary School Improvement Partner, members of JTMAT’s local governing bodies with relevant experience and other individuals as appropriate to meet on a regular basis to receive updates on progress, monitor developments against agreed timescales (including recruitment of students and staff, building works, compliance and assurance matters), and propose remedial and additional measures where required. The CEO will chair this group. This group will look to dovetail and align its work with a similar delivery group that will be constituted to steer the delivery of Fradley Park Primary Free School (scheduled for opening September 2022). This creates efficiencies of time and role management.

F2(b) – Plans for recruiting a principal designate and executive head

The Trust acknowledges the pivotal importance of leadership in all its academies, and the distinct skills set required for the role of Headteacher in a new, growing, and innovative 3 form-entry primary free school. To that end, the following profile will be sought when recruiting an exceptional individual to lead the school:

Table F2(b):

	Criteria	Essential (E) Desirable (D)
Education & Qualifications	Qualified Teacher Status Degree or equivalent Evidence of continuing professional development including preparation for a senior management role	E E E
Work related experience	Experience as a Head / Deputy Head/Assistant Head Manage nursery provision Experience of responsibility in more than one school. Experience of teaching across age ranges in the primary phase – including EYFS Experience of successful strategies for raising pupils' achievement with innovative pedagogy. Experience of promoting pupils spiritual, moral, social and cultural development and their good behaviour. Experience of implementing and overseeing successful school improvement initiatives Experience of the strategies for improving the quality of teaching and learning including promoting excellence and challenging poor performance Experience of monitoring and evaluating the effectiveness of teaching and learning including its outcomes in terms of standards, achievement, personal development and wellbeing Experience of strategies for curriculum enrichment that have shown successful impact for all age groups. Knowledge of integrated curricula preferred.	E D D E E E E E E E

F2(b) – Plans for recruiting a principal designate and executive head			
	<p>Experience of and strategies for effectively managing a wide range of staff both teaching and non-teaching.</p> <p>Experience of thinking and planning strategically for the future.</p> <p>Experience of leading innovation, creativity and change in school.</p> <p>Experience of the impact of equality of opportunity, British values and inclusion policies on pupils and staff.</p> <p>Experience of developing new educational provision from concept to delivery.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	
Skills & Abilities	<p>Able to nurture, inspire, challenge and motivate pupils and staff</p> <p>Able to be an exemplary role model to pupils and staff</p> <p>Able to establish and sustain effective organisational structures, systems, policy and practice, including safeguarding</p> <p>Have an in-depth knowledge of how technology can transform learning.</p> <p>Able to consult and negotiate to achieve the best possible outcomes for children (including the most able) and their families</p> <p>Able to build and sustain effective relationships with all stakeholders that will enhance the education of all pupils. Including those with a national profile.</p> <p>Able to work in partnership and accept appropriate support from all stakeholders including the local community.</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p>	
Knowledge	<p>Knowledge of the principles and practice of Quality Assurance systems including school review, self-evaluation and appraisal</p> <p>Knowledge of the school's local area, its communities and the issues within those communities.</p>	<p>E</p> <p>E</p>	
Work Circumstances	<p>Requirement to work flexibly to meet the demands of the post including some evening and weekend work</p> <p>An enhanced DBS disclosure is required</p>	<p>E</p> <p>E</p>	

F2(b) – Plans for recruiting a principal designate and executive head

Timescales for the appointment will be contingent on free school approval and viability of opening. However, on the assumption of such approval, and a September 2021 opening, we would look to appoint against the following:

September 2020: National advertisement for suitable candidates (potentially supported via recruitment agency – advice to be sought in the pre-opening phase re: this)

October 2020: Three-day recruitment process, following longlisting and shortlisting activities undertaken by CEO, project team and external advisor(s)

The recruitment process will involve:

- Teaching of lessons (including to the most able)
- Pupil panel interview
- Series of interviews with MAT Board members, members of LGBs, senior staff and external advisors on matters such as:
 - A) curriculum;
 - B) leadership and management;
 - C) intervention, achievement, and standards;
 - D) working with parents and the community;
 - E) governance, compliance and administration
 - F) financial planning, management and probity
 - G) Data handling and analysis
- An in-tray prioritisation activity
- A timetabling and staffing deployment activity
- A values and ethos activity (as determined by our HR provider)

January 2021: Successful applicant (now Principal Designate) begins to liaise with emergent community, and joins project team. [N.B: They may still be in their current post]

March/April 2021: Headteacher Designate employed full-time, and joins senior teams in JTMAT schools for a term in order to become familiar with the area, the leadership personnel of the Trust, the associated Teaching School (National Forest Teaching School Alliance), and to use the schools as a base from which to operate during the construction phase – e.g. to recruit new staff for the free school.

It should be noted that due to the pivotal importance of this role in the development of the Free School, the MAT will only appoint a candidate that they regard as being of the required calibre – as demonstrated via the person specification overleaf. In the event that a first round of applications fails to secure such an appointment, the Trust will look to in-fill roles and responsibilities of existing senior leaders in order to provide sufficient capacity to appoint a temporary/acting Principal Designate from within the organisation. It would naturally look to re-engage with a nationwide recruitment process at the earliest opportunity.

F2(b) – Plans for recruiting a principal designate and executive head

The Headteacher of the Free School, commensurate with other John Taylor MAT principals, will be line- and performance-managed by the Chief Executive Officer (CEO), an NLE and elected (2014, re-elected 2017) member of the Regional School Commissioner's Headteachers Board, Sub-Regional Lead for the Teaching School Council and member of the Secondary Headteacher Reference Group at the Department for Education.

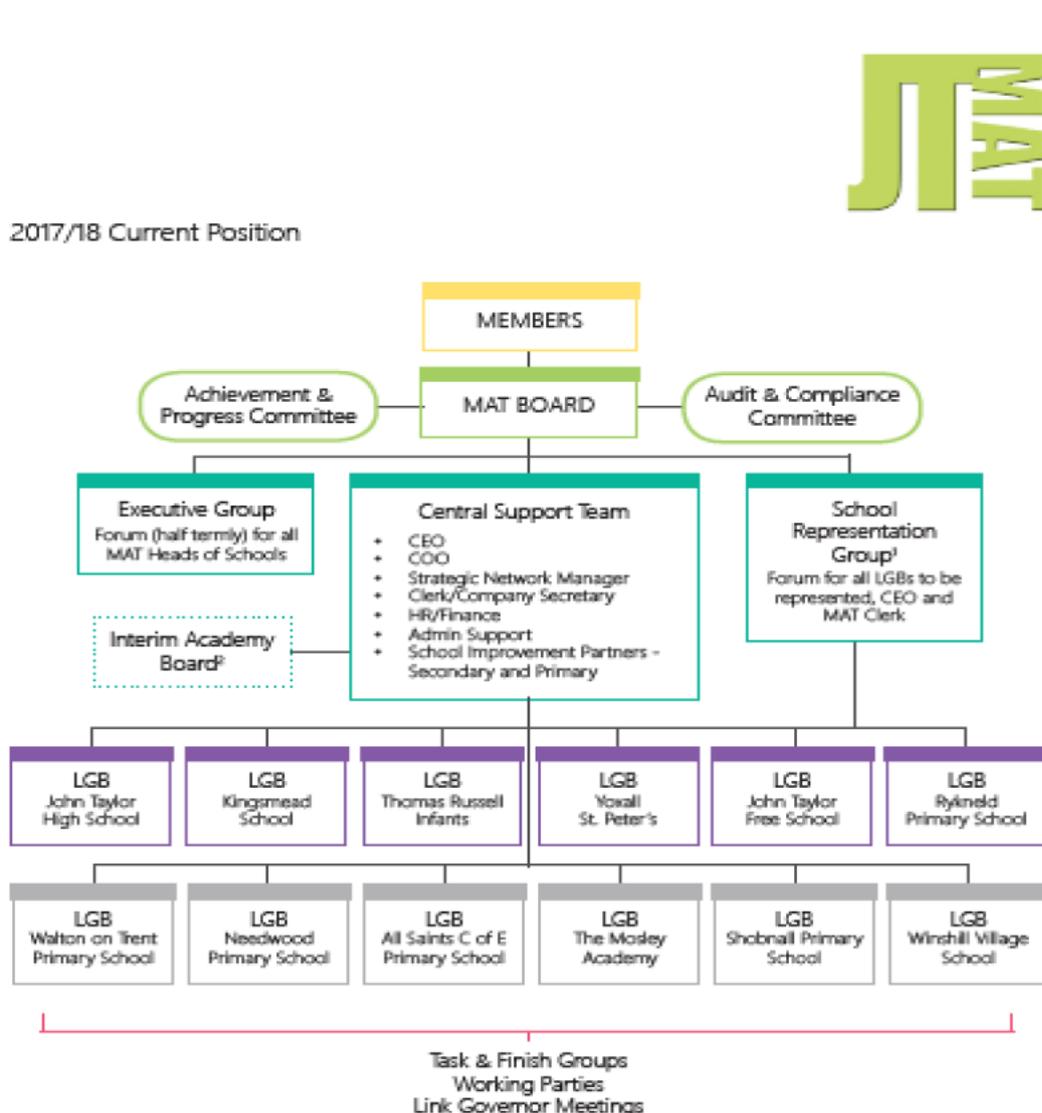
F3 – An effective governance structure

F3 – An effective governance structure

The organisational chart below (Fig. 13) illustrates the structures within John Taylor Multi-Academy Trust. The Multi-Academy Trust Board, comprising five Members, one Executive Director (CEO) and Non-Executive Directors (three drawn from existing academy local governing bodies) sets the strategic vision, ambition and drive for the Trust.

The MAT's Audit Committee includes an individual drawn from both a Local Governing Body (i.e. an interested party, but not a Director of the Trust) and a further individual with no direct association with the MAT or any of its schools, but with the skills in accounting and finance to add value to the Committee's work.

Figure 15:



¹ Two non-executive Directors approved from this group to serve fixed term tenure on MAT Board. Constituted upon addition of next School into Trust.

² Structures established for school requiring governance outside LGB structure (responsible directly to MAT Board).

F3 – An effective governance structure

A Strategic Plan (2018-21, the successor to the MAT's first strategic plan 2016-19) provides a clear roadmap for growth, with regard to both the size of the MAT and also with regard to infrastructure development and, crucially, learning and standards innovation and improvement. A copy of the Strategic Plan, alongside other key documents and information, can be found at www.itmat.co.uk in the section entitled "Our Trust" under "Our Ethos & Vision".

Systems are in a state of maturity for crucial aspects of effective governance and trusteeship, including the management of conflicts of interest, risk, whistle-blowing mechanisms, a governor portal, and anti-bribery safeguards.

Terms of Reference

The Terms of Reference of the Multi-Academy Trust are reviewed by the Board annually, and set out the parameters within which the executives (including the CEO) will operate, and how the Trust Board will discharge their responsibilities and duties, centred on moving the Trust and its academies towards its vision, within the framework of its values and ethos.

The MAT Board currently (due to the limited size of the Trust) holds direct financial and quality assurance control within its own remit. Specifically, the Terms of Reference indicate that financial control includes:

- "to approve the trust's annual budget and keep it under regular review by receiving a financial report at every board meeting;
- to approve each trust academy's bottom line annual budget, review annually and endorse plans to address identified over or underspends;
- to agree the scheme of financial delegation to trust academies and review this annually;
- to receive the annual report from the trust's auditors and take the appropriate actions to respond positively to any recommendations;"

With regard to ensuring educational quality, the Terms of Reference include responsibility to:

- "to ensure that all academies in the trust are effectively challenged and supported to maximise outcomes of children and young people who attend trust academies through target-setting and other mechanisms;
- to receive reports at every board meeting in order to review regularly outcomes and impact against key performance indicators as identified in the trust's strategic plan;
- to challenge and support the trust's senior officers and academy leaders to achieve best value in terms of impact, outcomes, quality and cost".

The duties above are now discharged by the Achievement and Progress Committee of the MAT Board.

Local Governing Bodies (LGBs)

F3 – An effective governance structure

JTMAT believes wholeheartedly in the Department for Education’s concept of “earned autonomy”: that good schools, supported by effective local arrangements, are the most appropriate way to secure high quality and relevant provision and ensure stakeholder accountability. Only where such autonomy would create risk to the delivery of such provision and outcomes would the MAT Board exercise its right to withdraw aspects of, or all, delegated responsibilities from local governing bodies (LGBs), replacing them with an IAB (Interim Academy Board) until such a time that autonomy could be restored. However, in the case of a new school such as the primary free school proposed here, the Board recognises that this autonomy has yet to be ‘earned’, and as such only limited delegation would be granted to the free school in the first instance.

The proposed free school will adopt the terms of reference in order to create coherence and alignment with the existing four academies in the Trust. These structures, and the relationship between LGBs and the MAT Board are clearly understood and embedded. In addition, common agenda setting and minute formats enhance the efficiency and effectiveness of the trust organisationally, and more importantly are a valuable assurance mechanism for the quality of governance across the Trust’s schools. Effective governance is supported by a dynamic and comprehensive online portal, and via a regular Clerks’ Forum where good practice can be shared.

Naturally, there are aspects of organization within the MAT that fall outside the remit of LGBs to determine. Most obviously, as the employer of all staff across all its schools, the MAT must directly have oversight of policies and procedures pertaining to human resource. Extracts from the Terms of Reference for LGBs within the MAT, written with the assumption of maximum autonomy are detailed below:

Roles and Remits of the Local Governing Body within John Taylor MAT

1.1 Legal responsibility for the Academy lies with the Company (John Taylor MAT). It is governed by the Directors, who rely on advice and support from the Academy Local Governing Bodies, particularly (but not limited to) strategic planning and the specific matters delegated under these Terms of Reference.

...

Local Governing Bodies shall discharge its responsibilities primarily, but not exclusively, through both collegiate activity in formal and informal committee and individual engagement (see below):

Committee Structure for each LGB:

Learning and Standards Committee

Managing and Organising Committee

Local Governing Body Committees: Terms of Reference

Specific Responsibilities:

F3 – An effective governance structure

Learning and Standards Committee

Mission:

To improve, monitor and evaluate the quality of provision and teaching, and the resulting achievement and attainment standards.

In practice, this will involve improving, monitoring and evaluating:

- rates of progress and standards of achievement by students, including any underachieving groups
- the effectiveness of whole-school raising achievement strategies and to receive reports from lead staff.
- the quality of teaching and the impact of continuing professional development on improving staff performance
- the effective implementation of appraisal procedures
- that the curriculum is balanced, broadly based, maximises achievement, and meets the needs of all students and complies with statutory requirements
- the promotion of Spiritual Moral Social and Cultural education, preparing students for life in modern Britain and inclusive practice relating to race, gender and disability equality
- the scale, scope and effectiveness of parental engagement
- links with the local community including other schools within and beyond the MAT.
- the views of stakeholders, in order that outcomes are effectively used to inform planning
- the effectiveness and impact of curricular and extra-curricular visits
- the extent to which students develop workplace and other skills that will contribute to their future economic well-being
- the quality of the school's assessment provision
- the effectiveness of curriculum areas
- the effectiveness of provision for children with special educational needs
- the identification and celebration of student achievements

Managing and Organising Committee

Mission:

To improve, monitor and evaluate the efficiency and effectiveness of systems, procedures and structures of the Academy and the deployment of resources required to ensure them.

In practice, this will involve improving, monitoring and evaluating:

- all matters relating to budgeting, finance, academy premises and grounds, security and health and safety
- the budget allocated to the academy to achieve value for money
- the proposed annual budget prior to recommendation to MAT Board.
- spending against the academy budget, upon receipt of a report from the Headteacher

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- that the principles of ‘best value’ are adhered to, as are the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty and leadership)
- the annual maintenance programme and its implementation
- academy compliance with health and safety standards
- the staffing structure and costings for proposed staffing levels
- safe recruitment procedures for staff appointment
- lettings and charging arrangements within the academy
- the academy’s risk management strategy and strategic risk register
- progress towards the achievement of attendance targets
- the impact of the school’s punctuality, attendance and behaviour policies
- the quality of the school’s provision for personal development and well-being
- the effectiveness of care, guidance and support for learners
- the school’s guidance and inclusion systems
- the extent to which students feel safe
- the effectiveness with which the school promotes equal opportunity and tackles discrimination
- the effectiveness of safeguarding policies

Appointment of Governors to the Free School LGB:

The importance of local representation upon the Local Governing Body of the proposed free school is acknowledged. However, given that the community that the school will primarily serve is still to come together, the MAT will wish to place within the membership of the LGB several experienced governors from its existing local schools – as it has done with John Taylor Free School - and indeed the MAT Board itself to ensure that the systems and structures of the committees, the organisational mechanisms, and most importantly the ethos and culture of the existing governing bodies is replicated effectively in the Free School. Expressions of interest to join the free school’s LGB are being sought. Significantly, a senior executive representing one of the local housing developers has, in addition to governors on the Trust’s LGBs, expressed willingness to join the Local Governing Body. The Trust recognises the potential risk of conflict of interest for the period in which house building by this specific provider is being undertaken. However, our robust procedures and requirements in the management of any potential conflict are sufficient for this risk to be mitigated. Augmented by local residents, parents and community representatives (ideally, including Tatenhill Parish Council representation), the Local Governing Body will have both the experience brought by individuals of high calibre from our existing local schools, but also be representative of the local and emergent community which the school is primarily designated to serve.

The Free School LGB will also have drawn from its number a non-executive director who, alongside their counterparts, will sit on the MAT Board for a four-year tenure. This is not an automatic consequence for new entrants to the MAT (hence the School Representation Group in Fig 13), but the free school project will require such elevation in order to ensure it is grounded in the MAT’s structures and sufficiently monitored

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throughout its initial period of growth. As is the case with existing academies in the Trust, we envisage the LGB of the Free School to comprise between 10 and 14 individuals.

A core Project Delivery Team (in essence the continuation of the existing planning group) will remain active throughout the pre-opening phase and into Year 1 in order to continue moving all leadership, management and governance structures forward. From pre-opening, they will be augmented by the recruitment of a Project Manager with experience of successful delivery of similar projects. As outlined previously, there may be scope for coherence across delivery teams from that of the highly successful secondary free school application to the Fradley Park Primary Free School in 2022, leading to a natural ‘stagger’ of projects.

Scheme of Delegation

A detailed and coherent Scheme of Delegation has been produced, delineating powers and responsibilities at every level of the organization. Specifically, there are clear remits and authorisation levels placed upon the following: the MAT Board; the MAT Audit Committee, Local Governing Bodies’ Managing and Organising Committees (see below); the CEO, individual academy Heads; the MAT Chief Operating Officer; and other staff. It also stipulates the level of autonomy individual academies can expect, contingent upon their track record (financial and educational) and current position. Five degrees of autonomy are stipulated, from ‘none’, through ‘minimal’, ‘reduced’ and ‘largely’, and to ‘extensive’.

It is envisaged that the free school should be granted only ‘reduced’ delegation status in Year 1, through ‘largely’ in Year 2 if quality assurance and audit deem this acceptable, to ‘extensive’ by Year 3 – again if the Trust’s risk management appraisal deems this acceptable (see Scheme of Delegation table below).

The MAT Board will have access to a sophisticated ‘dashboard’ of information – financial, pupil progress and achievement, performance management and improvement planning etc. and through this can demonstrate assurance – beyond the school’s Headteacher – that the school resides within the parameters whereby autonomy is granted. Specifically, trustees receive half-termly updates on attendance (including the attendance of groups of learners e.g. pupils for whom the Trust’s schools are recipients of Pupil Premium funding), progress – again, broken down into a variety of groups (gender, ability, socio-economic and ethnicity), achievement projections – and how they compare against targets. The Trust has constituted an Achievement and Progress Committee whose specific remit is to monitor, support and challenge the Trust’s schools and their senior leaders in securing the required outcomes from children.

With regard to performance management, school improvement planning, self-evaluation, and financial management, trustees can directly view schools’ current position using our Trust-wide systems: SchoolIP for performance management, improvement planning and

F3 – An effective governance structure

self-evaluation (see Section D for further information on quality assurance), and PS Financials for financial management.

Finally, trustees are also in receipt of all minutes and supporting documentation (e.g. link governor reports, Business Director Reports) from all of the Trust's Local Governing Body meetings via our governance portal – and can feed back any comments, concerns, or compliments to the schools' governing bodies through the Clerk and the School Representation Group.

Table F3: Financial Autonomy scale of authority (JTMAT):

F3 – An effective governance structure			
Level of Financial Autonomy	Control Over	Identification	Notification of move reducing autonomy to next level down
4 – Extensive (Year 3)	All aspects of financial and budgetary management, staff employment, resource procurement, capital programmes, capitation, et al under the full control of the Head/LGB	Through regular financial and budgetary monitoring and evaluation undertaken by JTMAT COO Ultimate budget setting and accountability remains with the MAT Board	Verbal highlighting of issues by JTMAT COO to Head/ LGB to enable remedial actions before next LGB meetings
3 – Largely (Year 2)	Largely full autonomy with most aspects of financial and budgetary management, resource procurement, capitation, et al under the full control of the Head and LGB but with wider controls/some restrictions on some high level staff employment, capital programmes and larger expenditures or virements of the budget	Through regular financial and budgetary monitoring and other internal evaluation undertaken by COO	Written reports of JTMAT COO detailing recommendations to remedy any issues identified. Followed by a recorded letter of extent of reduction in autonomy from CEO to LGB
2 – Reduced (Year 1)	Reduced autonomy in many areas of financial and budgetary management as well as most large financial expenditures including most high level staff employment, larger resource procurement, capital programmes and any larger expenditures or virements of the budget	Through regular financial and budgetary monitoring and evaluation by COO/ CEO plus Chair of Audit Committee to identify remedial actions	Letter from CEO to LGB outlining issues and detailed recommendations of COO and the Chair of the Audit Committee to remedy issues identified in order to regain greater autonomy
1 – Minimal	Significant reductions in all areas of financial and budgetary management as well as most large financial expenditures including all staff employment, larger resource procurement, capital programmes and all larger expenditures or virements of the budget	Following extensive monitoring and evaluation by COO/CEO and Chair of Audit Committee to make recommendations for necessary reductions in autonomy	Letter from Chair of Trust Board to LGB outlining issues and detailing recommendations of CEO/COO and Audit Committee that must be immediately implemented in order to address serious weaknesses identified

F3 – An effective governance structure			
0 - None	Zero autonomy with all aspects of financial management, staff employment, resource procurement, capital programmes, capitation, etc under the full control of the CEO/COO and MAT Board	Following extensive monitoring and evaluation by COO/CEO and Audit Committee all financial autonomy is removed to prevent further financial risk/ damage to the Trust	
<p>Financial Management: MAT Audit Committee</p> <p>A Committee meets regularly, calendared to be aligned to internal and external audit reports and MAT Board meetings, with the purpose of ensuring compliance and regularity in all the MAT's undertakings – both financial and otherwise. Its specific responsibilities are:</p> <ul style="list-style-type: none"> • To ensure the establishment and operation of the policies, registers, and procedures comply with all regulatory requirements and to report to the MAT Board any non-compliance, or risk thereof, that become apparent as a result of ongoing scrutiny • To approve the Value for Money statement as contained in the accounts • To scrutinise and advise on the MAT's management responses to audit reports and other regulatory documents • To ensure compliance of the risk management process and liaise with the relevant committees. <p>(source: MAT Audit Committee Terms of Reference)</p> <p>Conflicts of Interest</p> <p>The MAT is aware of the importance of maintaining a current, complete and accurate list of pecuniary and other interests that all governors, employees and trustees may hold. This is issued to all annually for updating and confirming. All MAT and LGB meeting agendas feature declarations of interest as a standing item. Conflicts of interest are, where at all possible, avoided. In the event that this is not possible, appropriate actions are undertaken and reported. The Trust, and the founder academy that preceded it, have an exemplary track record of transparency and compliance in this. Extract from Policy below:</p> <p><u>Statement of intent</u></p> <p>This policy sets out the framework for ensuring that the decisions and decision-making processes throughout JTMAT are, and are seen to be, free from personal bias and do not unfairly favour any individual or company connected to the Trust.</p> <p>Members of the Trust, directors and members of the local governing bodies have an obligation to act in the best interests of JTMAT and in accordance with its Articles of</p>			

F3 – An effective governance structure

Association, in order to avoid situations where there may be a potential conflict of interest.

Situations may arise where family interest or loyalties conflict with those of the Trust. Such interests may create problems as they can inhibit free discussions, result in decisions or actions that are not in the interest of the Trust, and risk the impression that the Trust has acted improperly.

John Taylor Multi Academy Trust has created this policy in order to:

- Ensure that every member of the Trust, director and member of the local governing bodies understands what constitutes a conflict of interest, and that they have a responsibility to identify and declare any conflicts that might arise.
- Record the conflict and the actions taken to ensure that the conflict does not affect the decision-making of the Trust.

School Representation Group/Executive Group

The development of ‘middle tier’ structures:

The incorporation of additional schools to the Trust has meant that systems, rather than people, needed to be at the heart of our structures. These ‘middle tier’ groups can be found on the organizational chart (Fig 15). The two structures are:

A) An Executive Group

B) A School Representation Group

The **Executive Group** is essentially the “senior leadership team” for the MAT. It comprises the CEO, Heads of MAT academies, and other senior figures (e.g. JTMAT COO) that the MAT Board deems appropriate. This group discuss the implementation of MAT strategy in its academies, progress against key objectives, and opportunities for collaboration. It ensures that every academy's leadership team has a clear route through, via the CEO, to the Board. Meetings will be regular (approximately half termly) and agenda-driven, with minutes presented to the MAT Board. The Principal Designate of the Free School will join this Group upon appointment in order to become familiar with the working relationships and structures of their counterparts in existing MAT schools.

A **School Representation Group** meets half termly, with the CEO and the Clerk to the MAT Board. With members from each academy's Local Governing Body, this group receives the agendas from the MAT, discuss local items to add to them, and provide an opportunity for representatives from other schools to discuss the minutes from LGB committee meetings. It is from this group that representatives from school LGBs to sit on the MAT Board (for four year tenures, on rotation – as per the Articles of Association) will be drawn. Again, this provides all academy LGBs with direct access to the MAT Board, provides feedback on the effectiveness of governance arrangements, and

F3 – An effective governance structure

opportunities for collaboration and sharing of effective practice. A representative from the free school's LGB will sit on this group also.

Section G – Financial viability

G1 – Additional commentary on financial viability

John Taylor Multi-Academy Trust can demonstrate an excellent track record for financial propriety and viability – at Trust level, school level, and with regard to its open, and pre-open Free Schools.

JTMAT has been subject to extensive and regular audit, and at no point have its practices been materially challenged nor its accounts in any way qualified. It exhibits a healthy financial picture, despite all of its schools being based in a local authority in the bottom quarter of funding nationally. Our accounts, together with other recent statutory returns, can be found here: <https://jtmata.co.uk/financial-information-reporting/>

Our schools manage their finances effectively, all within the control of the Trust via the PS Financials system (further information can be found here:

<https://psfinancials.com/industry/education/>). Local governing body scrutiny via our committee structures (see section F), together with the MAT's executive and director functions, and supported by our regular Business Managers' Forum (chaired by the COO) provide access to training, support, and monitoring. The new free school will fit seamlessly into these structures.

Our first Free School, an 8FE secondary (John Taylor Free School) opened on time, at capacity, and on budget in September 2018. Our first approved primary Free School (at Fradley Park, scheduled for September 2022) has seen its financial planning scrutinised, and subsequently endorsed, by the DfE and the ESFA. This is particularly relevant in that the proposed opening model for Branston Locks is a replication of that already approved for Fradley Park in Year 1 (namely, 1FE into Reception plus nursery provision on the same scale). This should provide confidence in our financial planning and monitoring.

Section H – The proposed site (use Excel spreadsheet)

Finding a suitable site is an essential part of opening a free school. As part of preparing your application you should investigate potential sites for your school and tell us about them in your application. If you are successful, we will work with you and the local authority to secure a site for your school.

We will consider the value for money, timescale and delivery risks in securing a site for the proposed school in the proposed area. **We will give preference to those projects where we are likely to secure a value for money site in a timely manner with an acceptable level of risk**, in particular, those applications that come forward with a local authority or government owned site on a peppercorn rent.

This section will need to be completed by **all** applicants. If you are applying for more than one school, you must complete this section for each free school for which you are applying. Please:

- Complete the Section H tab in the Excel spreadsheet; and
- Refer to Section H of the [how to apply guide](#) for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals named in Table F2(a) and any letters of support and maps; and
- Note that any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

CV template

CV template		
1	Name	
2	Area of expertise (e.g. education, finance, HR, etc.)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/organisation and URN of school (if appropriate) • position and responsibilities held • length of time in position <p>This should cover at least the last four years. If not, please include additional roles</p>	<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
		<p>Name and URN:</p> <p>Position:</p> <p>Dates:</p>
4	<p>For finance staff only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5	Brief comments on why your previous experience is relevant to the new school	
6	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7	Professional reference names(s) and contact details. For finance staff, you must ensure you include at least one referee who is able to confirm your finance credentials.	



Department
for Education

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