



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

**NEW HOUSE FARM COFE PRIMARY SCHOOL**

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## Application checklist

Task to complete	Yes
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?	
<b>Section A – tell us who you are and your chosen school</b> (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
<b>Section B – evidence of need for a new school in the area</b>	<input checked="" type="checkbox"/>
<b>Section C – vision</b>	<input checked="" type="checkbox"/>
<b>Section D – engagement with parents and the local community</b>	<input checked="" type="checkbox"/>
<b>Section E – education plan</b>	<input checked="" type="checkbox"/>
<b>Section F – capacity and capability</b>	<input checked="" type="checkbox"/>
<b>Section G – financial viability</b> (including the <a href="#">financial template</a> where appropriate)	<input checked="" type="checkbox"/>
<b>Section H – the proposed site</b> (Excel, do convert this file into a PDF)	<input checked="" type="checkbox"/>
3. Is the information in A4 format, using Arial 12-point font, and including page numbers?	<input checked="" type="checkbox"/>
4. Have you fully completed the appropriate <a href="#">financial template</a> where necessary?	<input checked="" type="checkbox"/>
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?	<input checked="" type="checkbox"/>
6. <b>Re-applications only:</b> Have you changed your application in response to the written feedback you received?	<input type="checkbox"/>
7. Have you sent an email (of no more than 9 MB in size), titled:	<input checked="" type="checkbox"/>

Task to complete	Yes
<p><b>Free School Application – School Name: [insert]</b></p> <p>with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gov.uk">FS.applications@education.gov.uk</a> before the advertised deadline?</p> <p>Please send sections A, B and H as a separate attachment in Excel format.</p> <p>Your email should not exceed <b>9 megabytes</b> in size; anything larger will <b>not</b> be delivered. If the application is larger than 9 megabytes, please split the documents and send <b>two</b> (or more) emails clearly indicating that the emails are connected (e.g. email 1 of 3).</p>	
<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?</p> <p>Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT</p>	<input checked="" type="checkbox"/>

Section I of your application	Yes
<p>9. Have you sent an email (of no more than 9 MB in size), titled: <b>Free School Application – [school name]</b> with:</p> <ul style="list-style-type: none"> <li>• a copy of Section A1 (tab 1 of the Excel template);</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principal designates who have submitted Section I forms within the past 365 days to <a href="mailto:due.diligence@education.gov.uk">due.diligence@education.gov.uk</a> before the advertised deadline?</li> </ul>	<input checked="" type="checkbox"/>

## 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:** Acting Chair of the Trust Board

**Print name:** Mark Mallender

**Date:** 18<sup>th</sup> October 2018



**Section A – Applicant details and outline of school**



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

### B1 – Evidence of basic need

#### B1 – Evidence of basic need

[REDACTED]

■ [REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

■ [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**B1 – Evidence of basic need**

and new primary school developments for the *South* Derbyshire locality, rather than

[Redacted text block]

**B1 – Evidence of basic need**

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**B1 – Evidence of basic need**

[Redacted]

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[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

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[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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[Redacted]

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**B1 – Evidence of basic need**

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[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

[Redacted text block]

**B1 – Evidence of basic need**

- █ [Redacted]
- █ [Redacted]

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

## B2 – Need for good school places

### B2 – Need for good school places

[Redacted]

**B2 – Need for good school places**

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**B2 – Need for good school places**

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[Redacted text block]

[Redacted text block]

- [Redacted list item]
- [Redacted list item]
- [Redacted list item]

[Redacted text block]

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

## B1 – Evidence of basic need

### B1 – Evidence of basic need

#### B1 Contents – New House Farm CofE Primary School

##### ■ Summary of Key Evidence

##### ■ Need for More School Places

- Population data and projections
- Proposed new housing developments
- Department for Education SCAP and Basic Need analysis – published spring 2018
- Analysis of need and forecasts originating via Derby City Council and Derbyshire County Council
- The case for a nursery provision

##### ■ Summary of Key Evidence

There is a clear rationale for establishing a new primary school adjacent to the Mickleover vicinity of (western) Derby – a suburb of the city which shares an immediate border with the district of South Derbyshire.

The Derby City Local Plan January 2017 sets out plans for the construction of 11,000 new houses in the Derby ‘Urban Area’. Additionally, the Derby Housing Market Area Education Position Statement Update 2015 states how *“Derby has seen an unprecedented increase in school place applications... this will need to be considered when analysing the impact of the proposed housing developments.*

*Pupil projections show an increasing trend in pupil numbers”.*

Technically New House Farm CofE Primary School would (by a marginal distance) be located in the South Derbyshire district of Derbyshire – even though it would also aim to educate pupils from the Mickleover and Littleover suburbs of Derby, as well as those who eventually move in to a new housing development called Newhouse Farm (see: <https://www.riverside.org.uk/developments/newhouse-farm-mickleover/>), which would be the pivotal motivation for the establishment of New House Farm CofE Primary School.

In October 2018 Derbyshire County Council assured Derby Diocesan Academies Trust (DDAT) of their support for the proposed New House Farm CofE Primary School. They have informed us that this part of (again, what is technically) South Derbyshire, bordering Derby City, is *“under significant pressure for school places”*. They have added that *“the proposed New House Farm CofE Primary School is one of seven new primary schools needed to address the demand from 9,378 planned dwellings within the South Derbyshire District Local Plan”*.

We have sought to identify any forthcoming pipeline of new primary educational provision for the western Derby locality. We are aware that Derby City Council plan to open a new one-form entry primary school in September 2019 in order to meet the expected demand for provision that will be experienced via the advent of one of the housing developments we have highlighted in Table B1 – i.e. the Hackwood Farm

## **B1 – Evidence of basic need**

site. Like other housing developments which our proposed New House Farm CofE Primary School would serve, the site of the Hackwood Farm housing development sits on the Derby City/Derbyshire County Council border, with 410 homes to be constructed/occupied in Derby City and 290 homes to be constructed/occupied in South Derbyshire. The new (Hackwood Farm primary) school will be within the Derby City boundary and will serve the whole development.

However, DDAT (and Derbyshire County Council) still strongly believe that even more new primary cohort provision/places will be needed to meet a demand that will be generated by further localised housing developments such as the New House Farm development and the Rykneld Road site – again, as set out in Table B1 below.

Finally an ongoing on-line survey and marketing campaign targeted at parents and other members of the western Derby community – i.e. – communities such as Mickleover, Littleover, Burnaston and Heatherton Village – via **the new House Farm CofE Primary School** website and social media channels during the period autumn 2018, indicated that enough (a) registrations of interest in the school and

(b) expressions of community support for the primary school exist, to make its establishment a viable undertaking. The majority of the parents who have registered an interest in their children attending **New House Farm CofE Primary School** live in the key postcode areas of DE3, DE6 and DE65.

### **■ Need for More School Places – Population data and projections**

ONS 2016-based Subnational population projections report that the population of 3 – 11 year olds resident in the city of Derby had increased from 31,380 in 2016 to 31,965 in 2018. Additionally, the Derby HMA Education Position Statement published in late 2015 reports that the city has seen an *“unprecedented increase”* in primary school place applications. The Statement further states that *“Pupil projections, particularly in Derby City, show an increasing trend in pupil numbers...”*.

### **■ Need for More School Places – Proposed new housing developments**

The *Derby City Local Plan - Part 1 Core Strategy January 2017* identifies sites for 11,000 new houses across Derby to be built by 2028. A number of new localised housing developments are set to take place within reasonable commutable distance to the target locality/suburb of Mickleover (and the bordering South Derbyshire vicinity), including one of the largest individual sites listed for development within the City's Local Plan: the Rykneld Road site – which will comprise 900 new dwellings (see Image 1 below).

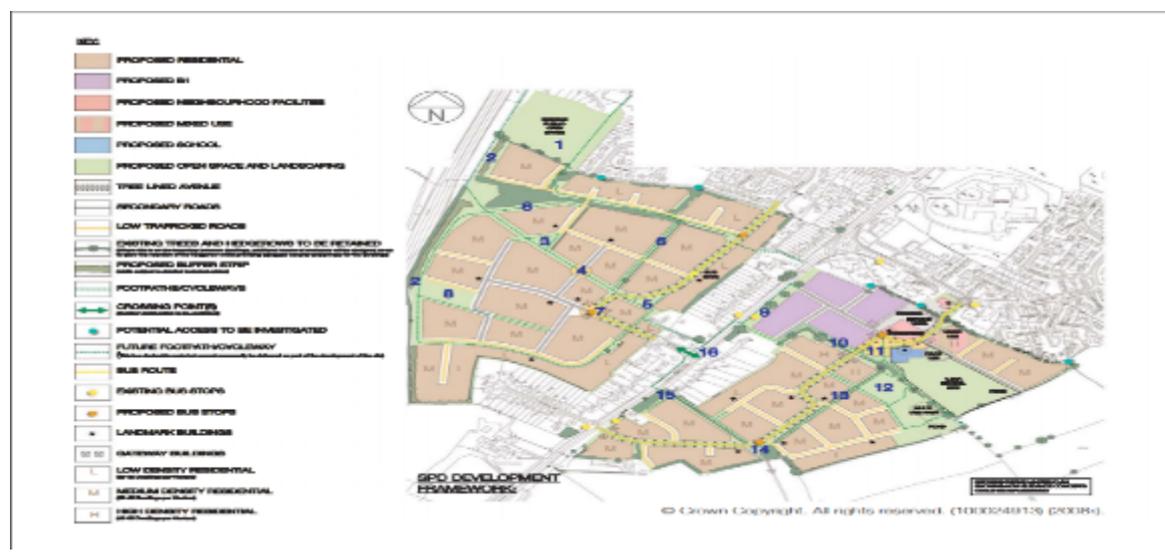
Table B2 summarises the potential number of new primary school pupils (across Years Reception – 6) which that (approved) new housing development and four additional local developments – including the New House Farm development – could theoretically yield. The New House Farm development (which across four phases will eventually yield 1,350 new dwellings) is located to the west of the suburb of Mickleover *in the district of South Derbyshire*, and Derbyshire County Council have informed DDAT that a Section 106 agreement (which is in final draft) will secure a site and funding for a new primary school. Essentially, the phasing plan for the New House Farm developments proposes that 1,100 new dwellings would have been completed for occupation by the time of the proposed opening period for New House Farm CofE Primary School – i.e. September 2022.

**B1 – Evidence of basic need**

*Table B1 - Potential number of new primary pupils that proposed new housing developments within commutable distance to New House Farm CofE Primary School could theoretically yield (source: Derby City Local Plan January 2017)*

<b>Name of Approved Housing Development within commutable distance</b>	<b>Expected number of resulting new dwellings</b>	<b>Potential primary pupils' numbers (yield) assuming Derby City Council's formula of 28 pupils per 100 houses</b>	<b>Distance from proposed location of the new school (miles)</b>
Rykneld Road site in Littleover	900	252 new primary pupils	██████████
Hackwood Farm site	[700]	<i>n/a as Derby City Council are pursuing a separate solution</i>	██████████
<b>New House Farm site</b>	<b>1,350</b>	<b>378 new primary pupils</b>	██████████
Onslow Road site	200	56 new primary pupils	██████████
Kingsways Hospital site	700	196 new primary pupils	██████████
Former Mackworth College Site	220	62 new primary pupils	██████████
<b>Totals</b>	<b>3,350</b>	<b>944 new primary pupils</b>	

*Image 1 - Plan of Rykneld Road Development in the Littleover suburb*



## B1 – Evidence of basic need

### ■ Need for More School Places Department for Education SCAP and Basic Need analysis – published spring 2018

Analysis of the Department for Education’s annual school capacity survey, published in March 2018, indicated that approximately 1 in 4 of the *Derby* locality’s primary schools were full or had one, or more, pupils in excess of capacity, i.e.:

*Table B2 - Number of primary schools that were in excess of Derby City Council capacity in 2016 – 2017 (source: DfE spring 2018)*

LA Name	Number of primary schools	Number of schools that are full or had one or more pupils in excess of capacity in 2017
Derby	72	19

Additionally, the Department for Education’s annual school capacity survey provided increasing pupil number forecasts up to 2022, for primary school level, in the Derby City Council local authority. Table B3 below indicates the estimated number of new/additional primary places needed in the Derby City local authority area

(as reported to the DfE) as the period 2018 – 2019 to 2021 – 2022 progresses.

The figures were, once again, published by the DfE in spring 2018.

*Table B3 - Forecast number of new/additional primary places needed up to the 2021 – 2022 school year for the Derby City Council local authority (source: DfE spring 2018)*

LA area:	2018 – 2019 Additional places required	2019 – 2020 Additional places required	2020 – 2021 Additional places required	2021 – 2022 Additional places required
Derby				
(Additional) Places	226	353	456	571

Table B3 indicates the forecast trends of increasing need for additional primary places within each of Derby City Council’s designated School’s Planning Areas.

The proposed New House Farm CofE Primary School would draw demand/a primary cohort from Derby City Schools Cluster/Planning Area 3 – a location which is reporting significant forthcoming need for more primary school places up to 2022.

Table B4 shows that forecast need Derby City Council’s Schools Planning Areas – and highlights how Planning Area 3 is forecast to experience the most notable pressure for new provision. These figures were, once again, published by the DfE in spring 2018.

*Table B4 - Forecast number of deficit primary places needed up to the 2021 – 2022 school year for the Derby City Council area – aligned to planning area(s)*

*(source: DfE spring 2018)*

<b>B1 – Evidence of basic need</b>				
<b>LA area: Derby City Council</b>	<b>2018 – 2019 Deficit places</b>	<b>2019 – 2020 Deficit places</b>	<b>2020 – 2021 Deficit places</b>	<b>2021 – 2022 Deficit places</b>
Cluster 1 Primary	3	9	0	0
Cluster 2 Primary	11	0	11	52
<b>Cluster 3 Primary (incorporating Mickleover locality)</b>	<b>144</b>	<b>240</b>	<b>317</b>	<b>393</b>
Cluster 4 Primary	0	0	0	0
Cluster 5 Primary	1	0	0	0
<b>LA area: Derby City Council</b>	<b>2018 – 2019 Deficit places</b>	<b>2019 – 2020 Deficit places</b>	<b>2020 – 2021 Deficit places</b>	<b>2021 – 2022 Deficit places</b>
Cluster 6 Primary	0	0	0	3
Cluster 7 Primary	16	53	82	93
Cluster 8 Primary	44	48	41	16
Cluster 9 Primary	8	3	6	15

Finally, DfE local authority Scorecard data (published in May 2018) relevant to the Derby City locality reported that an estimated 350 new primary places would be required to meet primary cohort demand for the school year 2019 – 2020. (DfE local authority Scorecard data (published in May 2018) relevant to the *entire* Derbyshire locality reported that an estimated 650 new primary places would be required to meet primary cohort demand for the school year 2019 – 2020).

**■ Need for More Primary School Places – Analysis of need and forecasts originating via Derby City Council and Derbyshire County Council**

*Derby Housing Market Area Education Position Statement Update 2015* (see: <https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/policiesandguidance/planning/CD028%20Derby%20HMA%20Education%20Position%20Statement%20Update.pdf>) states that “Derby has seen an unprecedented increase in school place applications... this will need to be considered when analysing the

## B1 – Evidence of basic need

*impact of proposed housing developments. Pupil projections show an increasing trend in pupil numbers”... The document also outlines how:*

- New sites over 750 new dwellings in the City (such as the Rykneld Road Development) are likely to require a new primary school
- Housing developments of a smaller scale may also trigger a need for a new primary school if the existing normal area school is expected to have no surplus capacity and is unable to expand
- There will be a need for “several” new primary schools to be built in order to help accommodate the growth over the period to 2028

Critically the document states that for the Rykneld Road site “A new primary school will be provided on site and will need to be delivered as early as possible in the development schedule due to the constrained capacity of existing schools in this area. Discussions with the developer are currently on-going regarding this matter”.

In October 2018 Derbyshire County Council informed Derby Diocesan Academies Trust (DDAT) of their support for the proposed New House Farm CofE Primary School. They have told us that this part of (what is technically) South Derbyshire, bordering Derby City, is “under significant pressure for school places”. They have added that “the proposed New House Farm CofE Primary School is one of seven new primary schools needed to address the demand from 9,378 planned dwellings within the South Derbyshire District Local Plan”.

The County Council have also emphasised to DDAT that although the closest primary school to the New House Farm development, which is Etwall Primary School, will be expanded in order to accommodate the completion of the first phase of the development (in 2019) there is not sufficient capacity to expand Etwall Primary School further to accommodate the later phases of the development, and they have subsequently concluded that “The capacity in the relevant planning area [for their side of the Derby/Derbyshire border is] is therefore insufficient to accommodate the primary aged pupils expected to be generated from New House Farm, within the next 5 years”.

### ■ The case for a nursery provision

The proposer group believe that there is also a strong case for the primary school opening with a 26-place nursery class. Table B5 indicates that in volume terms, the number of 2 – 4 year olds resident in the *Derby locality* is projected to increase by 316 children between the years 2018 – 2023, which in turn, will have an impact on the early years childcare market within Derby.

*Table B5 - Projections for population(s) of 2 – 4 year olds (source: ONS 2018)*

LA area: Derby	2018 Population	2023 Population	% change by 2023 (from 2018)
2 years	3,432	3,545	+3.30%
3 – 4 years	6,821	7,024	+2.97%
Total	10,253	10,569	+3.08%

### B1 – Evidence of basic need

The most recent Derby 2017 Childcare Sufficiency Assessment (CSA) (see: <https://www.derby.gov.uk/media/derbycitycouncil/contentassets/documents/education/CSA%20Nov%202017.pdf>) concluded that for the Mickleover ward “*demographic data suggests that there is a high percentage of parents' working, which may see Mickleover exceeding the City's parental demand*”.

The CSA also concluded that the localities of Allestree, **Littleover**, **Mickleover** and Oakwood have no maintained nursery school or nursery units offering funded 2 year old places. Additionally, the 2017 – 2018 Derbyshire Childcare Sufficiency Assessment (CSA) (see: <https://www.derbyshire.gov.uk/site-elements/documents/pdf/education/early-years-childcare/childcare/childcare-sufficiency-assessment-2017-2018.pdf>) reported how – as is common within other national CSAs – the advent of the 30 hours childcare offer will lead to an increase in demand being experienced by localised early years childcare providers. The CSA summarised that there is some capacity in Derbyshire to deliver the 30 hours extended entitlement within existing providers, however it is acknowledged that there will be areas where there will be a deficit

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

## B2 – Need for good school places

### B2 – Need for good school places

Our proposed school **is** located within one of the districts listed in Annex G of the DfE’s application guidance/criteria:

**E06000015 Derby**

**Derbyshire**

**East Midlands and the Humber**

#### **B2 Contents**

##### **■ Summary of Key Evidence**

##### **■ Quality and Performance of local primary schools**

##### **■ Summary of Key Evidence**

Although the proposed New House Farm CofE Primary School *would* be situated in one of those third of local authority districts identified by the Department for Education as having the lowest standards and lowest capacity to improve – as with our other Wave 13 free schools programme applications – we have decided to undertake a fundamental analysis of key indicators around localised quality and performance.

The Social Mobility Commission document ‘State of the Nation 2017: Social Mobility in Great Britain’ outlines how the chances of someone from a disadvantaged background getting on in life is closely linked to where they grow up and choose to make a life for themselves. The document concludes that/ranks the South Derbyshire locality *within the bottom 5%* in terms of (an overall assessment of) social mobility – i.e. 311 out of 324. The also document concludes that/ranks the Derby city locality *within the bottom 5%* in terms of (an overall assessment of) social mobility – i.e. 316 out of 324.

##### **■ Quality and Performance of local primary schools**

There are 39 primary schools which are situated within 3 miles of the intended location of New House Farm CofE Primary School. The standards at these primary schools are evidently very good, with there being little evidence of schools being classified as Requires Improvement or Inadequate through most recent Ofsted reports. Our analysis *does* indicate that the percentages of pupils who are from disadvantaged backgrounds that meet the expected standards in reading, writing and mathematics tends to be lower than their peers/co-pupils.

For example, in the case of the three mainstream primary schools which are situated in the closest proximity to our intended location for New House Farm CofE Primary School, the percentage of disadvantaged pupils meeting the expected standards in the three core subjects at Mickleover Primary School was 12% lower than the national average; the percentage of disadvantaged pupils meeting the expected standards in the three core subjects at Brookfield Primary School was 10% lower than the national average; and the percentage of disadvantaged pupils meeting the expected standards in the three core subjects at Silverhill Primary School was 9%

**B2 – Need for good school places**

lower than the national average. In terms of all primary schools situated within 1.5 miles of the intended location New House Farm CofE Primary School we have also observed some lower than average Progress Scores. For example, in 2017 Ravensdale Junior School had a lower than average Progress Score for Mathematics.

DDAT is very aware of issues aligned to disadvantage within the Derby city and wider Derbyshire locality. The rankings published in the report 'State of the Nation 2017: Social Mobility in Great Britain' are of no surprise to us and we feel we are well positioned – including through our localised experience of educating young people – to continue to support, and support the aspirations of, a local community that we know very well, through the establishment of New House Farm CofE Primary School.

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





**B1 – Evidence of basic need**

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

**B1 – Evidence of basic need**

[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**B1 – Evidence of basic need**

[Redacted]

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[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

[Redacted]

[Redacted]

**B1 – Evidence of basic need**

**I** [Redacted]

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

## B2 – Need for good school places

### B2 – Need for good school places

[Redacted text block]





**B2 – Need for good school places**

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[Redacted text block]

[Redacted text block]

[Redacted text block]

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- [Redacted list item]
- [Redacted list item]
- [Redacted list item]

[Redacted text block]

[Redacted text block]

**B2 – Need for good school places**



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

## Section C – Vision

### C1 – Vision

#### Introduction

##### New House Farm Church of England Primary School

[REDACTED]

[REDACTED]

New House Farm Church of England Primary School is a 2FE co-educational 4-11 school in the west of the city of Derby for pupils of all abilities from families of any faith and no faith which is scheduled to open in 2022 subject to DfE approval. There will also be a 26-place Nursery setting on-site. Derby City and South Derbyshire (where the school will be located) are currently DfE Priority Districts for free school applications (reference E06000015 and E07000039). New House Farm is one of [REDACTED] inclusive primary schools being proposed by Derby Diocesan Academy Trust (DDAT), a Derbyshire-based Multi-Academy Trust which currently operates 20 academies, with further schools approved to join in the coming months.

[REDACTED]

On opening, 60 pupils will be admitted to the Reception classes at each school, and when full in 2028 there will be 420 pupils on roll, alongside 26 Nursery places. The admissions process will meet all requirements of the national Schools Admissions Code, Appeals Code and related legislation including free school protocols for schools with a religious character.

#### Executive Summary

Each school will have the following key features.

- Inclusive, co-educational 2-form entry CofE 4-11 academies in Derbyshire locations, each currently a DfE Priority District for new free schools
- Scheduled to open in September 2022 with 60 pupils in two Reception classes
- Operated within an experienced and successful MAT (Derby Diocesan Academy Trust) which currently has 20 member schools.
- Open to pupils of all abilities from families of all backgrounds and faiths (including no faith) where every child will be welcomed, respected and nurtured
- A provider of high-quality 4-11 pupil places which will contribute to raising educational standards in the area from EYFS to KS2

## **C1 – Vision**

- Welcoming to all pupils within a supportive, high-expectation learning environment which has a distinctive Christian character
- A nursery setting offering 26 places to local parents and carers
- A broad and balanced curriculum platform provided by the EYFS and the National Curriculum at KS1 and KS2 (see Section E)
- Excellent pastoral support within the school's inclusive, caring Christian ethos
- Curriculum delivery which meets the learning needs of all pupils and prepares them well for the next stage of their education
- A family friendly academy with breakfast club and after-school provision offering a wide range of enrichment activities, operating as a community hub and supporting community cohesion
- Collaboration and outreach work which support community cohesion
- Financially viable schools with the flexibility needed to respond to changing circumstances (please see the financial planning spreadsheets and Section G budget commentary)
- Experienced proposers well-placed to establish and run three new free schools, with guaranteed capacity from the proposer group in pre-opening and Trust support for the schools post-opening
- Trustees, governors and staff who will work relentlessly to ensure that every pupil achieves their maximum potential in a safe, supportive, high-expectation academy
- New provision which has the support of the relevant LA

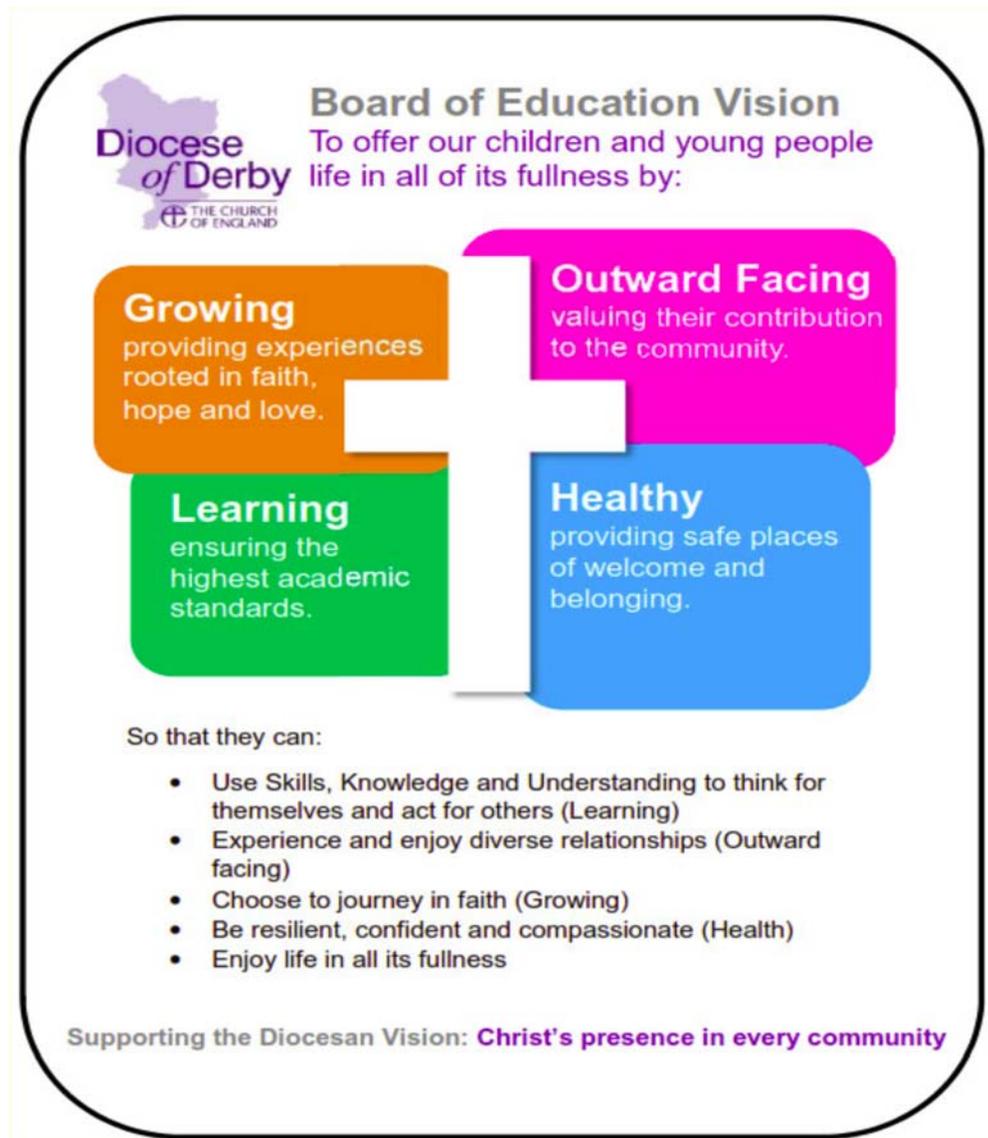
### **Vision**

Our vision for these new free schools in Derbyshire is that they will offer every individual pupil life in all its fullness, supporting them to fulfil their potential in a stimulating and nurturing learning environment, building a better future for all who in turn will positively impact their communities. The character of the academies, and the ethos underpinning our vision, reflect Christian principles and values in an inclusive manner such that all parents, carers, pupils and visitors will be warmly welcomed in an academy that cares for each child individually and where teachers and support staff combine efforts to secure the very best for them.

The curriculum offer (please see Section E) in each academy will be broad and balanced, using the statutory EYFS and National Curriculum platforms. There will also be a wide range of enrichment activities which will create opportunities for all children to grow intellectually, morally, creatively, physically, socially, culturally and spiritually. Our vision embodies high expectations – we are ambitious on behalf of all who work and learn in our family of schools. DDAT is also ambitious to bring excellence in education to more schools and communities within Derby City and Derbyshire, and wishes to increase the number of schools benefitting from the support and challenge that DDAT brings - including schools being established in new and growing communities.

## C1 – Vision

Our strategy for ensuring strong and sustainable performance ensures that all the organisational basics are done well (finance, human resources, ICT, land and property) in support of excellent teaching and learning. We have the capacity and capability to deliver effective services in support of all our schools as well as our central Trust. We are committed to ensuring we increase capacity 'ahead of the curve' enabling effective support and challenge at all times. Board minutes show that searching questions are asked and sound decision-making takes place, based on an evidence-based analysis.



### Rationale

In Derby, Priority District E06000015, there is clear evidence of current and growing need for new high quality pupil places which will contribute to raising educational standards in the city. DfE SCAP data and LA documents show significant pressure on Reception places with more than 25% of the city's primary schools operating in excess of capacity in 2017, with a projected deficit of almost 400 places in the area of New House Farm CofE Primary School by 2022. Standards in the city's primary schools are variable. Of the 14 established primary academies within 3 miles of

## C1 – Vision

Derby city centre, more than 20% are in an Ofsted category according to DfE school performance tables.

[REDACTED]

[REDACTED]

[REDACTED]

The [REDACTED] proposed DDAT Church of England primary schools can be seen to offer new high quality places in DfE Priority Districts which will increase choice for parents by widening diversity of provision while contributing to higher standards in Derbyshire.

### **The Trust and Future Planning**

DDAT is a growing trust with a measured and realistic growth plan as approved by the East Midlands and Humber Headteacher's Board. A strong pipeline of schools is in place which allows for the growth of strong 'regional hubs' where school-to-school support alongside a tailored school improvement offer, delivered by a team who are all Ofsted Inspectors, means all schools (regardless of current performance) have access to a strong network of support. When proposing new free schools in the area as one pathway, alongside existing academies joining us, we will always be mindful of local need while maintaining an appropriate span of control within sustainable growth supported by capacity and capability at Trust level. Currently DDAT expects our school family in Derbyshire to grow to at least 39 by 2023 by means of both routes.

# Section D – Engagement with parents and the local community

## D1 – Successful engagement with parents and the local community

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**D1 – Successful engagement with parents and the local community**

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**D1 – Successful engagement with parents and the local community**

**New House Farm CofE Primary School**

■ **Our Marketing Strategy**

■ **Outcomes of the Community Engagement**

■ **Our Marketing Strategy**

The New House Farm CofE Primary School project team members that have undertaken demand gathering activities in 2018 have been generating support for the educational provision that it proposes to offer. The team, which includes members of Derby Diocesan Academies Trust (DDAT), have become experienced in explaining

## D1 – Successful engagement with parents and the local community

key features of the proposed primary school to parents and to other local community stakeholders – including those from the existing primary educational sector.

Our marketing and communications strategy is targeting all sections (faiths and ethnicities) of the Mickleover and bordering South Derbyshire community.

We have initially researched and developed a Local Stakeholders Database which contains details of organisations and places of worships that represent *all* local faiths as well as the Christian faith. We are endeavouring to explain clearly the nature of the religious ethos, character and distinctive educational philosophy/world view that New House Farm CofE Primary School will have.

In terms of our practical marketing and promotional efforts, New House Farm CofE Primary School team has – to date:

1. Distributed by global email details about the proposed primary school to the organisations that were included on our Stakeholders Database. These stakeholders are being encouraged to also promote the application via their own Facebook pages, twitter feeds, newsletters and other communication channels that would have reached the local community. A number of local churches/faith settings are helping us in this respect, including All Saints Church in Mickleover and Mickleover Methodist Church.

2. Created a New House Farm CofE Primary School website, which can be viewed at: <https://newhousefarmcofeprimaryschool.org.uk/> and a Facebook page, which can be viewed at: [https://www.facebook.com/New-House-Farm-Church-of-England-Primary-School-546965075751900/?modal=admin\\_todo\\_tour](https://www.facebook.com/New-House-Farm-Church-of-England-Primary-School-546965075751900/?modal=admin_todo_tour). The website page hosts a registration of interest page and the link to this page is being widely distributed including via direct email and social media. In addition, the school's website incorporates a prominent 'Q&A' section, which describes key features such (a) as the planned size of the school and (b) its proposed curriculum and (c) its proposed admissions policy. Regular posts have been made on the school's Facebook page, some of which can be viewed in the annexe section.

3. Produced and distributed a media release to organisations including *The Derbyshire Times* and *The Derby Telegraph* so as to ensure coverage about our plans – and to (a) promote the ability for parents to register their interest in New House Farm CofE Primary School and (b) enable all members of the community to feedback their views on its potential establishment.

Those parents who were keen to learn more about New House Farm CofE Primary School and how it will approach its educational responsibilities have been encouraged to research and/or contact DDAT's existing portfolio of primary schools. Ultimately, we are confident that the key messages of our marketing strategy have enabled local parents and other community groups in the western Derby suburb to make an informed choice about the curriculum (and, where applicable, the faith ethos or designation of the school) and decide whether they wish to support the primary school.

### ■ Outcomes of the Community Engagement

We have achieved tangible support from the Mickleover, Littleover and bordering South Derbyshire geography communities, which we believe helps to reassure that our school will be full to capacity in 2022.

**D1 – Successful engagement with parents and the local community**

An electronic copy registration of interest form (which was accessible at <https://newhousefarmcofeprimaryschool.org.uk/register/>) invited supportive parents to provide the following details: Name; Number and date(s) of birth of child(ren); (critically) Postcode of residence; Contact e-mail and telephone number.

**Parents and community members have, at the time of this application’s submission, been supporting the establishment of New House Farm CofE Primary School and/or registered an interest in the primary school. These parents and community members represent a number of faiths including: Christian and those with no faiths.**

**Children being raised by the supportive parents are starting to represent a pipeline cohort (from September 2022 onwards) for New House Farm CofE Primary School and the supportive parents and community members are evidently resident within the DE3, DE6 and DE65 postcode areas of Derby and South Derbyshire, which is the preferred catchment area for New House Farm CofE Primary School.**

Finally, it can be noted that support for a day nursery was also received, via an on-line questionnaire that was posted on the school’s website Registration of Interest page, including via support from parents of children who were born in 2017 and 2018.

**D1 – Successful engagement with parents and the local community**

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**D1 – Successful engagement with parents and the local community**

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## Section E – Education plan: part 1

New House Farm Church of England Primary School, Derby

<b>Table E(a)</b>							
	<b>Year of opening</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>	<b>+4</b>	<b>+5</b>	<b>+6</b>
Nursery							
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Year 7							
Year 8							
Year 9							
Year 10							
Year 11							
Year 12							
Year 13							
<b>Totals</b>	<b>60</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>

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place funding rate of ■. The financial viability and outcomes of our approach are proven (Ofsted comment below) and we will not have any reliance on subsidy from 4-11 funding.

To ensure high standards of provision are maintained we will place due emphasis on staff professional development including EYFS best practice and a minimum of 1 day Safeguarding Training for all staff with the level of training in keeping with the role and responsibility level of the individual. DDAT already has an established EYFS moderation group in operation and new schools will be expected to attend planned sessions.

Our aim is to provide outstanding places with children receiving Nursery education of the highest quality, typified by:

- Meticulous observations, assessments and records which identify and promote the key 'next steps' for individual children
- High quality inputs from all staff supporting achievement and personal development of our children
- Consistently high rates of progress from individual starting points including all subgroups e.g. children with SEN or EAL
- Strong leadership from the Head of Nursery
- Involvement of children and parents in maintaining and improving the nursery environment to ensure that children play and learn in an exceptionally well-resourced setting both indoors and outdoors
- Early Learning Goals - targets met for all children
- Strong parental involvement supported by the Nursery through effective two-way communication
- Provision for parents and carers of learning resources for home use
- Continuous professional development for staff (see above)
- Safeguarding of the highest quality assuring provision in which children's safety and well-being are paramount

*DDAT Primary School Ofsted Report: "Children enter the Nursery class 18 to 20 months behind the expected stages of development at the age of 3" "As a result of high quality teaching and a strong focus on language acquisition, children in Nursery begin to develop basic skills, including developing their physical coordination."*

*DDAT Primary School Ofsted Report: "The leadership of the early years is outstanding. It has transformed the provision in the relatively short space of time since the school became an academy, resulting in the very good and still-improving standard evident currently. High expectations are now well established, but the determination to achieve the highest standards remains uncompromising."*

## Section E – Education plan: part 2

### E1 – Curriculum plan

#### Curriculum Schedule

New House Farm Church of England Primary School, W Derby



<b>Table E1</b>			
<b>Subject/other activity</b>	<b>Hours / week</b>	<b>Compulsory C/ Voluntary V</b>	<b>Comments</b>
<b>EYFS</b>			
Three prime areas: Communication & Language Physical Development Personal, Social & Emotional Development Four specific areas: Literacy Mathematics Understanding the World Expressive Arts & Design Enrichment	      7.75 7 5 4  (2.5)	      The three Prime Areas are Mandatory / Compulsory      The four Specific Areas are Mandatory / Compulsory	Each school will deliver the four Specific Areas, through which the three prime areas as listed opposite are applied and strengthened.  Understanding the World will include enriched Science via Forest Schools. Physical Development will include enhanced Sport participation.  These hours are approximate and will be adjusted to meet individual children's academic learning and personal development needs  Enrichment is voluntary and will include sporting activities and Forest Schools
<b>TOTAL</b>	<b>23.75 C</b>		<b>(2.5 hrs/week enrichment)</b>
<b>KS1</b>			
English/Literacy	6	C	Core
Mathematics/Numeracy	6	C	Core

Science	4	C	Core
History	2	C	The humanities subjects will also involve cross-curricular
Geography		C	
RE		C	
Design Technology	1	C	
Computing	1	C	Includes coding (e.g. floor robots)
PE & Sport	2	C	
Music	1	C	
Art	1	C	
Drama	1	C	
Enrichment	(5)	V	Will include sport and Forest Schools
TOTAL	25 hrs C		(5 hrs/week enrichment)
<b>KS2</b>			
English/Literacy	6	C	
Mathematics/Numeracy	6	C	
Science	3	C	Core, includes Forest Schools
History	2	C	The humanities subjects will also involve cross-curricular literacy
Geography		C	
RE		C	
Design Technology	1	C	
Computing	1	C	
PE & Sport	2	C	
MFL	1	C	
Music	1	C	
Art	1	C	
Drama	1	C	
Enrichment	(5)	V	Will include sport and Forest Schools
TOTAL	25 hrs C		(5 hrs/week enrichment)

PSHCzE will be delivered in Class time (see School Day below),

**Note:** hours as above are capable of an appropriate degree of variation within the total as our taught sessions will offer individualised learning which can be fine-tuned to meet each pupil's developmental stage and learning needs.

## Length of the School Day

<b>Length of school day</b> , including any enrichment time.	Session timings will make use of flexibility particularly in Term 1 when Reception pupils may begin by attending p/t, given that the national Schools Admissions Code states that while a f/t place must be available, parents can request that their child attends part-time and we will consider such requests.	
	08.00 – 08.45	Breakfast Club
	08.45 – 09.00	Registration/Class time/Assembly
	09.00 – 10.00	Session 1
	10.00 – 11.00	Session 2
	11.00 – 11.20	Morning break
	11.20 – 12.20	Session 3
	12.20 – 13.15	Lunch / Registration
	13.15 – 15.00	Session 4 (Reception)
	13.15 – 15.15	Session 4 (KS1 & KS2)
15.15 – 16.30	Enrichment	

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

#### **Curriculum Overview**

Our curriculum at Key Stages 1 and 2 will be based on the National Curriculum for Key Stages 1 and 2, with the statutory Early Years Foundation Stage (EYFS) in the Nursery settings and Reception classes. Our practice is evidence-based.

The curriculum will therefore be broad and balanced and will:

- promote the spiritual, moral, social, cultural, academic and physical development of pupils at the schools (and of members of the local community)
- prepare pupils at the schools for the opportunities, responsibilities and experiences of later life, particularly the next stage of their education
- support individualised learning thereby narrowing any achievement gaps
- provide pupils with a range of enrichment activities which broaden their horizons and extend experiential learning

Teachers will deliver the curriculum by teaching diligently using their professional experience and expertise in order to ensure that our new schools meet individual pupils' needs together with their parents' and carers' expectations.

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

### **Reception**

Please refer to the curriculum schedules above.

<https://www.gov.uk/early-years-foundation-stage>

In keeping with requirements and the good practice in strong DDAT primary schools, our new free schools will deliver the statutory Early Years Foundation Stage framework (link above) with qualified teachers and teaching assistants who are qualified or actively pursuing a relevant qualification (NVQ2) and we will meet all statutory requirements for Early Years education. Teachers will use the Handbook to support accurate judgements about each child's attainment.

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-2018-handbook>

Curriculum delivery will include learning through play and enquiry based elements that include opportunities for children to take an increasing part in the planning of their own learning. Children in the Reception classes will be supported as emerging readers using synthetic phonics to support progress towards becoming free readers.

They will work individually and co-operatively, knowing when to ask for help, and share ideas about organising their activity within a framework that secures their safety including esafety, thus encouraging resilience and nurturing independence. Our targets (please see E2) reflect the high quality of teaching and learning that will be available to pupils and represent above-average %GLD compared to national expectation.

*DDAT Primary School Ofsted Report: "The early years provision is now a beacon of successful practice...It provides the children with a strong start to their education"*

### **Key Stage 1 and Key Stage 2**

*DDAT Primary School Ofsted Report: "All the current Year 6 pupils who have been at the school since the start of Key Stage 1 have made expected progress"*

Please refer to the curriculum schedules above, with details of NC programmes at the link below. For information on RE and Collective Worship please see E4 below.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Our schools will follow the National Curriculum at KS1 and KS2, a position which mirrors the situation in strong DDAT primary schools. Pupils will take the Y1 phonics test, the Y4 times tables test and end of KS2 national tests. We are aware that KS1 assessments will change in 2023 (non-statutory testing is proposed) and with a scheduled opening date of 2022 our pupils will reach the end of KS1 in 2025.

We will deliver ICT in a cross-curricular manner and develop pupils' coding skills moving from experience of floor robots in Reception towards writing apps at the end of KS2, in keeping with the Edge Foundation report and Lord Baker's recommendations regarding the importance for young people of developing computing (coding) skills to enable them to function at a high order at work and in leisure activities in the increasingly hi-tech future world they will help to shape.

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

Applications, peripherals and assistive devices will be used to increase access to the curriculum for all pupils.

Pedagogy will mirror the DDAT approach which fosters high standards in our schools; consistency assurance is covered in E2 below. Pupils will be supported to develop an understanding of their own learning (metacognition) and record progress in Learning Logs. They will develop higher order thinking skills including analysis, evaluation and synthesis, assisted by enjoyable problem-solving activities and critical thinking tasks. These will focus on core learning with examples set in the context of other subject areas which will maintain appropriate pace and challenge for individual learners. Our overall approach is consistent with the TULIP model (Walker et al, action research) in which primary pupils' higher order skills and independent learning are targeted and developed – TULIP is Thinking, Using & Learning (via) Independent Process.

Assessment will follow the principles of AfL (Assessment for Learning) which will give pupils constructive feedback both verbal and written to enable a continuously growing understanding of what they can do well, to promote depth in learning, and what they need to do in order to move on to the next stage of their learning journeys, to accelerate progress. Throughout their time in our schools, use of pupil voice from circle time in Reception to formal feedback with older pupils will enable our young learners to reflect on their experiences and contribute to school development.

Transitions will be managed as a careful and coherent progression into the Reception classes at the Early Years Foundation Stage and on into 5-11 education through KS1 and KS2. Children entering DDAT free schools will be supported in order to establish positive attitudes to learning, allowing them to begin to develop the core skills and study skills essential to academic progress.

This will be informed by pupils' Foundation Phase Profiles and personal knowledge of children including from contact with families. As pupils progress through to Y6 our highly interoperable MIS will allow teachers to share important pupil-level data and information securely to optimise continuity and progression. This strategy will help teachers to plan lessons and sequences of lessons that meet the learning needs of individual children in order to enable them to make better progress in their learning and personal development.

### **Meeting the Needs of All Learners**

The pupil profile at one of our strong primary schools, Bishop Lonsdale Church of England Primary School and Nursery in St Albans Road, Derby (now an Ofsted Good school having joined DDAT as Inadequate in 2014) includes 1.3% of pupils with an EHCP within approximately 10% SEND pupils, 15% EAL pupils and 35% E6FSM pupils. With a number of 4-11 schools in the county, including nursery settings, the Trust is accustomed to schools delivering a high quality primary phase curriculum to cohorts with different profiles.

Based on an analysis of pupil data for schools that are local to our proposed free schools – including Village Primary Academy and Grampian Primary Academy (W Derby), Hunloke Park and Tupton Primary (NE Derbyshire) also Brockley and Palterton primaries (Bolsover) - we anticipate the following approximate composition for pupil intake profiles in our new schools.

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

New House Farm Church of England Primary School, W Derby (city)

2% EHCP                      35% EAL                      45% E6FSM



The DDAT approach to teaching and learning will be followed by the new schools and by its very nature it accommodates all pupils facing a range of barriers to learning, and breaks down those barriers. Our practice is evidence-based and we firmly believe that it represents good practice. Naturally we will not vary this good practice when establishing new free schools. The number and specialist training of teachers and learning support team members do however need to have reasonable adjustments when the number of pupils presenting with certain learning needs increases (or decreases). In this context our approach to meeting the needs of all learners is set out in detail below.

**SEND**

The SENDCO in our new schools will be a qualified teacher and hold, or be working actively towards, the relevant national qualification. They will work with SEND pupils with and without an EHCP and support teachers in ensuring that the learning needs of SEND pupils are met, progress is sustained, with pupils adequately supported to enjoy learning while enjoying life in all its fullness.

A key role of the SENDCO will be to ensure that EHCPs and IEPs are implemented within a framework which satisfies the requirements of the current SEND Code and related best practice, including a graduated approach (in keeping with individualised support) in the classroom, also all allied SEND / equality legislation. The proportion of SEND pupils with and without an EHCP is not expected to vary significantly based on an analysis of school data as described above.

*DDAT Primary School Ofsted Report: "The proportion of disabled pupils and those who have special educational needs is above average...Disabled pupils and those who have special educational needs also make rapid progress. They are very well supported in lessons by both their class teachers and by high-quality teaching assistants, so that they are able to achieve their potential"*

Our learning support team in each school will contain approximately the same number of HLTAs and TAs giving specialist support to SEND pupils as the numbers are expected to be closely similar at 1-2% of pupils with an EHCP within 10% SEND pupils overall (please see above).

Where EAL and E6FSM pupils are also likely to be present in relatively high proportions we will adjust the learning support team complement accordingly. Please see below as well as subsection E3 and the financial planning spreadsheets' Staff tabs.

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

### **EAL**

*DDAT Primary School Ofsted Report: "There is no significant difference between the achievements of boys and girls, pupils from different ethnic backgrounds or pupils who speak English as an additional language."*

For pupils with basic English language skills our approach will involve teachers and teaching assistants making use of common underlying cognitive-linguistic proficiency arising from features common to the individual pupil's first language and English (Yumoto; Geva et al). This methodology has been shown to catalyse the transition from elementary conversational English to academic language proficiency, supporting access to the whole curriculum.

For new arrivals to the UK we will use the DDAT strategy which is in keeping with the "New Arrivals Excellence Programme Guidance" which was published by National Strategies, consistent with DfE advice which is contained in their publication "Aiming High: Meeting the Needs of Newly Arrived Learners of English as an Additional Language".

New House Farm Church of England Primary School (35% EAL) will support the learning needs of these pupils using DDAT strategies outlined above via HLTAs working alongside a similarly enhanced complement of TAs focusing on securing progress towards, and achieving, academic language proficiency for EAL pupils. Please see E3 and the Staffing tab in the financial plan.

*DDAT Primary School Ofsted Report: "Inspectors examined the writing books of several Year 6 Gypsy Roma pupils who had joined the school in Year 5 unable to speak English or to read or write.*

*These pupils had made exceptional progress in a very short time and are now able to write neatly and fluently. This is as the result of the outstanding provision they have received"*

### **E6FSM**

When supporting E6FSM pupils our overall strategy will, as per our existing schools, be consistent with recommendations in the Ofsted publication "*The Pupil Premium: How schools are spending the funding successfully to maximise achievement*" supported by targeted use of Pupil Premium Toolkit elements as developed by the Sutton Trust and the Education Endowment Foundation.

High expectations from all staff will be key to ensuring that any achievement gaps relating to children eligible for the Pupil Premium (and Service Pupil Premium) are narrowed and eliminated in our free schools.

Each school (New House Farm, [REDACTED]) is likely to have a significant proportion of children entitled to Pupil Premium funding, estimated to be 45%, 15% and 25% respectively. Examination of the staffing plans for each school will show that the learning support teams are structured to provide the support needed to narrow and close any achievement gap which may be revealed in pupil level data, mirroring successful support in DDAT schools.

*DDAT Primary School Ofsted Report: "A high proportion of pupils supported by the pupil premium also have special educational needs... During the current year, the*

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

*gap between eligible pupils and their classmates making expected progress in reading, writing and mathematics has closed across all of Key Stage 2”*

### **LAC**

Research evidence shows that Looked-After (and formerly Looked-After) Children are frequently at the bottom of achievement and attainment measures. Their lives are characterised by instability, in particular:

- they do not have sufficient help with their education if they fall behind
- primary carers are not expected or equipped to provide sufficient support and encouragement for learning and development
- they have unmet emotional, mental and physical health needs that impact on their education (see also SEMH needs)
- they spend too much time out of school

We will implement DDAT policy providing support for any LAC in our schools, while working closely with the relevant LA. Using all available information the new schools will identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences and set short term targets within long-term IEPs, with regular progress monitoring against each of the areas relating to individual personal development and academic needs. The Deputy Headteacher in each school will hold day-to-day responsibility for LAC and act as the Designated Teacher for LAC (including completion of the LAC Annual Return). SLT at each school will maintain close liaison with the Derby and Derbyshire Virtual School teams.

<https://www.derby.gov.uk/education-and-learning/derby-virtual-school/>

<https://www.derbyshire.gov.uk/social-health/children-and-families/children-we-look-after/the-virtual-school/the-virtual-school.aspxb>

*DDAT Primary School Ofsted Report: “All groups of pupils make outstanding progress from their low starting points”*

### **Gifted and Talented Pupils**

The most academically able pupils and those with exceptional talent in performance subjects will be diagnosed by making use of recognised pupil characteristics including a willingness to ask pertinent questions, to persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, demonstrate creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies skilfully and quickly, make links within and between areas of learning, and performance at an overall exceptional level in one or more areas of their work at school.

The needs of able pupils will be met by ensuring they experience appropriate pace and challenge which both widens and deepens their knowledge, understanding and skills. We will be flexible so that developmental changes over time are always borne in mind; any pupils’ emerging strengths will be identified, while gifted and talented pupils who join a DDAT free school mid-year can be accommodated and settle in quickly with no regression.

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

**Pupils with SEMH Needs**

Pupils with emotional, mental health and related behavioural challenges will be supported by the SENDCO, subject teachers and learning support staff. If and where necessary, external professional support will be sought including CAMHS, and our new free schools will work closely with parents and carers of pupils with SEMH needs. Our pastoral support framework as implemented in our new free schools will assist pupils with emotional literacy development, which will equip them well for their life and work in school and beyond. The DDAT template anti-bullying policy including cyberbullying has been proven effective, and we will make sure that each school has in place the necessary structures and expertise to ensure that each child experiences 1:1 discussions with a teacher or other adult they can trust, in the knowledge that any incipient bullying will be dealt with quickly and effectively with restored relationships embracing both sides.

**Enrichment**

Each school will provide a range of enrichment activities designed to promote personal as well as academic development and extend the horizons of pupils. These will be staffed by DBS-cleared volunteers, and will therefore grow in extent as the schools approach steady state.

- Art Club
- Book Club
- Cookery Club
- Computing Club
- Chess Club
- Nature Club
- Choir
- Musical Instruments
- Drama Club
- Fitness Club
- Homework Club
- Forest Schools
- Sporting activities both participative and competitive

**Homework**

Homework will be set according to the school timetable which will be available for parents, carers and pupils to view on each school website. We will follow national guidelines to provide a varied and developmental range of activities for pupils.

R	Encouragement and guidance for parents and carers to discuss school work with children in a supportive atmosphere - no set time
Y1 & Y2	Reading, spelling, other literacy work, number work, 1 hour / week

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

Y3 & Y4	Literacy and numeracy together with occasional assignments in other subject areas and themes, 1.5 hours / week
Y5 & Y6	Continued emphasis on literacy and numeracy, but also ranging widely over the curriculum in terms of context and scope, with some elements of independent learning including research. 30 mins/ day

**Attendance**

Attendance will be monitored frequently and any emerging patterns investigated. We will make use of first day of absence calling to check with a pupil's home regarding the reason for absence. Where necessary we will meet with parents and carers to discuss their child's attendance.

**Safeguarding**

The responsibility to safeguard and promote the welfare and well-being of all pupils is paramount. Trustees, local governors and staff will receive training and annual updates at a level commensurate with their role to ensure that everyone is well-equipped to support DDAT CP and Safeguarding policies effectively, including safer recruitment. We will be following guidance closely to ensure that our approach meets requirements and best practice guidelines (please see E4 also):

- Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children
- Establishing and maintaining a comprehensive SCR
- Safeguarding Children and Safer Recruitment in Education
- Keeping Children Safe in Education
- Safeguarding Vulnerable Groups Act
- Revised Prevent Duty Guidance (HM Government)
- Mandatory Reporting of Female Genital Mutilation
- Safeguarding Children in a Digital World (Becca)

*DDAT Primary School Ofsted Report: "Governors ensure that safeguarding and health and safety practices are exemplary"*

## E2 – Measuring pupil performance effectively and setting challenging expectations

### E2 – Measuring pupil performance effectively and setting challenging expectations

#### Tracking

School leaders, teachers and learning support staff will track pupil performance closely in order to assess how well individual learners are making progress and to decide when intervention is needed to support learning. Information will also be used in setting high expectation targets (see below).

Teachers will use a highly interoperable MIS to track and identify progress, and tackle underachievement including the narrowing and elimination of any gaps.

- SLT and teachers will be held to account for the progress of each pupil through line management accountability
- Pupil attainment and progress will be assessed against benchmark data including overall national expectation and the performance of similar schools
- Recording of assessments and pupil progress will be tracked via the MIS
- Planning including intervention will be informed by regular tracking

Teachers will collect all relevant data and metadata which SLT and MLT will analyse for use with teachers to assist with planning lessons and sequences of lessons. Each school will be held accountable by the LGB for the progress of pupils across that school.

The DDAT school improvement team collects data on all pupils across the Trust on a termly basis to monitor performance within its schools. This is in addition to specific school data being analysed by the school improvement team at every visit. The monitoring database enables detailed analysis of pupil performance by gender, SEN status, pupil premium, EAL and then by prior attainment for each of these groups and thereby ensures that there can be evidence-based performance conversations with individual school managers and leaders. The Trust has the evidence that this approach works and delivers swift and sustainable impact for individual pupils and schools. Two examples of where this positive impact has been achieved are Newbold Primary and Bishop Lonsdale Primary. These two schools went from Special Measures to Good under DDAT.

*'In 2016, pupils, including disadvantaged pupils, made significantly better progress than other pupils nationally in reading, writing and mathematics, by the end of key stage 2... The most able pupils, including the most able disadvantaged pupils, make good progress and more pupils are now beginning to attain above average standards as the quality of teaching continues to improve.'* (Newbold - Ofsted June 2017)

#### Monitoring, Evaluation and Intervention

Class teachers, subject leaders and senior leaders working within the schools' pupil-level data analysis system will identify pupils at risk of missing their progress targets. Termly milestones targets will be used as a means of identifying when longer-term targets are at risk. Use of monitored termly milestones will facilitate the formulation of early intervention strategies (EIS). Use of tailored EIS will ensure that pupils' learning

## **E2 – Measuring pupil performance effectively and setting challenging expectations**

is kept on track to ensure that pupils make good or better progress from entry onwards during their progress through our free schools.

Targets and progress towards them will contribute to school self-evaluation and the updating of the schools' development plans, aspects of which will be discussed in meetings. The schools' self-evaluation documents will record evidenced judgements against key metrics including Ofsted inspection criteria.

### **Quality of Teaching**

The quality of teaching will be supported and enhanced from the beginning with the use of regular lesson observations and learning walks by MLT, SLT and the DDAT School Improvement Team. We will set an initial QoT target of 100% Good with at least 50% Outstanding, while working continually for improvement in the proportion of Outstanding teaching and learning.

There will be a thorough induction programme for new staff such that DDAT expectations will be made clear and the requirements of our proven policies explained. New colleagues will quickly become aware of procedures including the support available to them through CPD as part of the evaluation process.

The quality of teaching will be set in the context of the quality of pupil outcomes and not on one-off performances in the classroom. We will identify staff underperformance early on and provide the necessary support and professional development needed to achieve targets.

*DDAT Primary School Ofsted Report:*

*“Leaders at all levels rigorously monitor teaching to ensure that it is of the highest quality.”*

### **Consistency**

Consistency in methodology across all Trust schools in all areas of operation will be achieved by a QA strategy which includes the following:

- use of the DDAT high quality school policy framework to assist LGB policy formulation and ratification at each school
- joint SLT meetings
- lesson observations involving senior teachers from our Ofsted 'Good' schools to assist with benchmarking
- sharing of pupil level data via a high level of MIS interoperability for monitoring, evaluation and intervention purposes
- joint moderation activities including via online work sample availability
- collaborative professional development activities across Trust schools

### **High Expectation Targets**

DDAT schools work tirelessly to remove barriers to learning for each pupil and we will monitor the performance of subgroups of pupils e.g. b/g, SEND, EAL, E6FSM in order to narrow and eliminate any achievement gaps that may be present in pupil-level data. Our expectation is therefore that pupils at all three schools will be supported in making rapid progress from their starting points and as evidenced by

## E2 – Measuring pupil performance effectively and setting challenging expectations

comments from Ofsted inspections at our primary schools, rapid progress will be expected and will be seen.

As a result our ambitious indicative targets are the same for each school. We would not be satisfied with expecting anything that could be interpreted as second best for pupils in one or more of our new free schools given they have the opportunity to deliver excellence in new environments from day one. Targets will be reviewed by LGBs in the light of actual pupil intake data and evolving national benchmarks.

EYFS GLD	80%	(71% national)
KS1 Phonics Test Y1	90%	(81% national)
KS2 Times Table Test Y4:	above national expectation	
KS2 Expected Standard RWM	75%	(61% national)
KS2 Higher Standard RWM	12%	(9% national)
Achievement gaps	all pupil subgroups make expected progress	
Attendance	>97.5%	
Exclusions	0% permanent	
Quality of Teaching	100% 'Good' and >50% Outstanding	
Parental satisfaction	>95% satisfied or very satisfied in surveys	
Ofsted first inspection	'Outstanding'	
SIAMS first inspection	'Outstanding'	

## E3 – Staffing

E3 – Staffing	
<b>Staffing Growth Plan:</b> <b>New House Farm Church of England Primary School</b> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div>	
TEACHING STAFF	SUPPORT STAFF (TTO 0.77 fte UNLESS STATED OTHERWISE)
2022	
Headteacher (no assigned class)	HLTA term-time only (TTO) x1
Deputy Head (SENDSCO)	HLTA term time only @ 0.4 x1
EYFS Coordinator	TA (TTO @ 0.4) x1
	Receptionist/admin (TTO) x1
	Finance Officer (TTO) x1
	Site Manager (f/t) x1
	Catering Manager (TTO @0.3) x1
	Midday supervisors (TTO@0.2) x2
2023	
Headteacher	HLTA (TTO) x4
Deputy Head (SENDSCO)	TA (TTO) x2
EYFS Coordinator	Family Liaison (TTO) @ 0.4
2 Teachers inc HoKS1	Receptionist/admin (TTO) x2
(use of HLTA also)	Finance Officer (TTO) x1
	Site Manager (f/t) x1
	Caretaker (TTO @0.4) x1
	Catering Manager (TTO @0.3) x1
	Midday supervisors (TTO@0.2) x3
2024	
Headteacher	HLTA (TTO) x6
Deputy Head (SENDSCO)	TA (TTO) x5
EYFS Coordinator	Family Liaison (TTO @0.4) x1
4 Teachers	Receptionist/admin (TTO) x2
	Finance Officer (TTO) x1
	Site Manager (f/t) x1
	Caretaker (TTO @0.4) x1

E3 – Staffing	
	Catering Manager (TTO @0.3) x1 Midday supervisors (TTO@0.2) x4
2025 Headteacher Deputy Head (SENDSCO) EYFS Coordinator 6 Teachers inc HoKS1 & HoKS2	HLTA (TTO) x8 TA (TTO) x7 Family Liaison (TTO @0.4) x1 Receptionist/admin (TTO) x2 Finance Officer (TTO) x1 Site Manager (f/t) x1 Caretaker (TTO @0.4) x1 Catering Manager (TTO @0.3) x1 Midday supervisors (TTO@0.2) x5
2026 Headteacher Deputy Head (SENDSCO) EYFS Coordinator 8 Teachers	HLTA (TTO) x10 TA (TTO) x10 Family Liaison (TTO @0.4) x1 Receptionist/admin (TTO) x2 Finance Officer (TTO) x1 Admin Assistant (TTO) x1 Site Manager (f/t) x1 Caretaker (TTO @0.4) x1 Catering Manager (TTO @0.3) x1 Midday supervisors (TTO@0.2) x6
2027 Headteacher Deputy Head (SENDSCO) EYFS Coordinator 10 Teachers	HLTA (TTO) x11 TA (TTO) x13 Family Liaison (TTO @0.4) x1 Receptionist/admin (TTO) x2 Finance Officer (TTO) x1 Admin Assistant (TTO) x1 Site Manager (f/t) x1 Caretaker (TTO @0.4) x1 Catering Manager (TTO @0.3) x1 Midday supervisors (TTO@0.2) x7

**E3 – Staffing**

<p>2028</p> <p>Headteacher</p> <p>Deputy Head (SENDSCO)</p> <p>EYFS Coordinator</p> <p>12 Teachers</p> <p>12 teachers + EYFSL + DHT = 14</p> <p>As required for a 2fe school (14 classes)</p>	<p>HLTA (TTO) x13</p> <p>TA (TTO) x16</p> <p>Family Liaison (TTO @0.4) x1</p> <p>Receptionist/admin (TTO) x2</p> <p>Finance Officer (TTO) x1</p> <p>Admin Assistant (TTO) x1</p> <p>Site Manager (f/t) x1</p> <p>Caretaker (TTO @0.4) x1</p> <p>Catering Manager (TTO @0.3) x1</p> <p>Midday supervisors (TTO@0.2) x8</p>

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**E3 – Staffing**

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**E3 – Staffing**

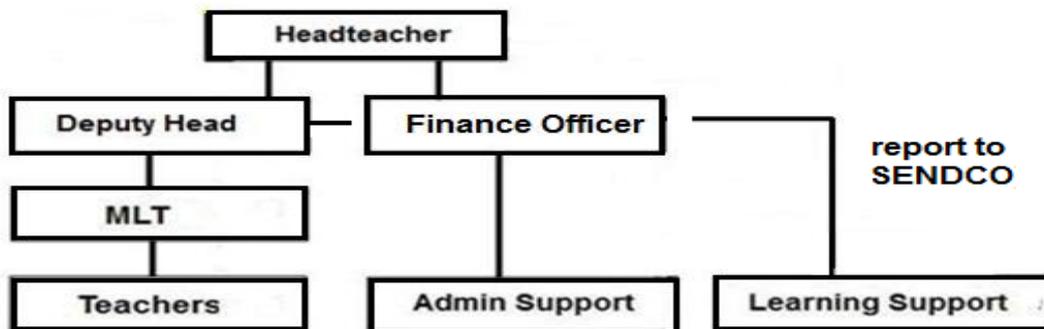
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**E3 – Staffing**

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## E3 – Staffing



### NOTE

Admin support includes premises and meals staff

The Reception teachers report to the Early Years Coordinator within MLT

Teachers who are teaching Y1 & 2 report to the HoKS1 within MLT

Teachers who are teaching Y3-Y6 report to the Ho KS2 within MLT

### Staffing Overview

In all schools the SLT will consist of the Headteacher and the Deputy Head (who is also the SENDCO). In the first year the EYFS Leader, who will be an experienced EYFS specialist teacher with an appropriate qualification, will deputise for the Deputy Head in their absence when the Headteacher is also off-site or otherwise unavailable. The EYFS Coordinator and the Finance Officer will be able to attend SLT meetings.

The Deputy Head will have a class allocated to them. During the growth phase, Heads of KS1 and KS2 will be appointed to the MLT at the appropriate times; these experienced teachers will also share relevant whole-school responsibilities within distributed leadership and will receive TLR payments. All teachers will be paid on the appropriate national scale and have TPS available as part of their terms and conditions (equally support staff will have access to the LGPS if they wish).

Salaries for teachers have not been set at the lowest values in order to take incremental drift into account. As some teachers will inevitably be appointed at lower salaries, for example talented NQTs with outstanding references, this also makes for robust budgeting. Please see Section G Budget Commentary for more details.

Learning support team members will have term-time only contracts (as will some administrative support staff) and report to the SENDCO.

The learning support staff contingent in each school is tailored to the local situation and will play a key role in meeting the needs of all learners. The team will consist of HLTAs and TAs who will work with the teaching team in terms of planning and assessment as well as supporting pupils and teachers in the classroom. Our learning support team contingent is structured in keeping with the anticipated intake profiles and the commitment we have to meeting the learning needs of all pupils. Training will include specialists who have, or are working towards, recognised qualifications (TA NVQ2 min). Training will be offered to all learning support staff in terms of e.g. PP and EAL support, including within our coaching model where the experience and

## **E3 – Staffing**

expertise of our existing high quality teams will be available. They will also work with the Family Liaison support team member.

DDAT values the contribution of teaching assistants extremely highly and will maximise our use of their skills to strengthen our provision. We see it as essential that our HLTAs and TAs will have exemplary interpersonal skills, and are able to communicate effectively, both with professional colleagues and pupils. DDAT has recently facilitated high-quality CPD opportunities for HLTAs and TAs using a nationally recognised consultant. Teaching assistants' work will involve:

- Contributing to planning activities
- Helping to facilitate effective delivery of the taught curriculum and follow-up activities (e.g. working alongside individuals and groups to focus their attention, and maximise potential learning)
- Working effectively one-to-one and with small groups, to provide specific intervention and to boost outcomes
- Targeted support to e.g. SEND, EAL, E6FSM pupils to identify and remove barriers to learning, supporting high levels of achievement and gap closure
- Helping to facilitate child-initiated learning (having an excellent knowledge of how to encourage and stimulate the children's own ideas and how best to resource any practical activities)
- Role-modelling positive behaviours
- Demonstrating a commitment to professional development
- Adapting to meet the needs of the changing pupil population

In addition our HLTAs will of course be suitably qualified and therefore competent to provide PPA cover where required.

Administrative support staff will include a Finance Officer and receptionist/admin staff. A site manager, also full-time, will be joined by a TTO caretaker and have responsibility for premises, health and safety, FM and sustainability responsibilities. The Midday supervision team will help to manage the lunch break working with the Catering Manager.

### **Recruitment and Retention**

In terms of teacher recruitment and retention we are offering not only attractive salaries but a warm welcome to the highly developmental DDAT teaching and learning environment which is well-known throughout the city and the county. Opportunities for the right people will be emphasised in advertising and recruitment materials. In addition our robust budgeting with the requisite levels of flexibility will allow for reasonable adjustments where necessary to attract and keep the best teachers on board.

### **Curriculum Deliverability**

The teacher growth plans above show that there will be two qualified teachers per year group of 60 pupils at all times. Through the growth phase and thereafter we will regularly review integrated curriculum and financial planning metrics including teacher contact ratio, average class size and average teacher cost to ensure that

## **E3 – Staffing**

staffing and timetabling can deliver our high quality curriculum effectively and efficiently.

### **VFM**

Through the growth phase and thereafter we will regularly review integrated curriculum and financial planning metrics including teacher contact ratio, average class size and average teacher cost to ensure that staffing and timetabling can deliver our high quality curriculum effectively and efficiently in all schools.

### **Contingency Plans**

Our approach to maintaining our vision for the schools within a viable budget under reduced income e.g. 70% of expectation is as follows:

- With fewer pupils, fewer teachers will be needed to deliver the curriculum; in general terms it would be possible and feasible to use mixed age classes within Key Stages (something DDAT has experience in given the nature of some of our smaller rural schools), giving an advantage in terms of slightly smaller class sizes which parents will appreciate
- MLT, the engine room of the schools, would be unaffected in the first year of opening to preserve quality of lesson planning and delivery and to secure planning ahead for the population of future years and KS
- Reduced pupil numbers will allow the schools to operate with proportionate numbers of support staff overall, reducing salary and on-costs.
- Opportunities to share roles (such as Family Liaison, Finance Officer etc) across a number of local DDAT schools.
- Costs per pupil in terms of variable costs such as resourcing (learning resources, ICT resources and admin resources) will also be less with lower numbers including staff numbers.

We confidently expect the schools will be over-subscribed from opening to steady state, but we are prepared to remain in a position where the vision can be delivered under reduced funding

## E4 – Integration and community cohesion

### E4 – Integration and community cohesion

#### **Inclusivity**

All communications with stakeholders and particularly with prospective parents and carers - past, present and future, and whether online or face-to-face - always make clear the fact that our new free schools will be welcoming to families of all faiths and no faith. In many locations across the UK with Church of England schools there are pupils from Muslim, Jewish and Buddhist families for example (as well as from families with no faith) which decide to send their children to CofE schools, and we expect to see diverse learning communities which fully reflect the areas in which they are situated.

The schools' religious character will be reflected in the RE curriculum and in the supportive ethos of the schools. The secular curriculum will not be influenced by the religious character of the schools. For example evolution will be taught in science lessons whereas creationism will not be taught.

The amount of curriculum time devoted to religious education, and collective worship in assemblies, is proportionate as can be seen from Table E1 and the 'School Day'. Both aspects of provision are subject to the right of withdrawal in whole or in part with no reasons needed, and we will inform parents and carers of this right arising from the Education Act 1996 and the School Standards and Framework Act 1998.

Our experience nevertheless is that this option, openly available, is rarely taken up not least due to the inclusive nature of all aspects of school life in Trust schools. Each school will provide assistance to parents and carers by devising age-appropriate supervised alternative provision for those pupils who are opted out, in keeping with the requirements of Section 71 of the 1998 Act.

Representatives of other religions will be welcome in each school and we will celebrate the range of religious festivals relevant to our local community and the set of world religions. Displays contributing to the visual amenity around our new free schools will reflect this approach. We will work closely with the local Interfaith Forum.

The policy of the schools will be to accept wearing of discrete religious symbols from all faiths provided that the health and safety of the wearer and of other pupils is not compromised, in science lessons for example. There will be no dietary restrictions of a faith nature on meals, but in terms of requirements we will cater for all needs. The uniform will not be ornate; it will be hard-wearing and offer good value for money.

Church of England schools are generally known to achieve well for their pupils and remain popular with parents, and we will continue this tradition within our family-friendly school which is welcoming to all parents and pupils who place their trust in our new schools.

#### **SMSC**

Spiritual, moral, social and cultural education provision will be a feature of our schools' curriculum offer, with all planning activities focusing on carefully structured age-related approaches that meet the needs of learners from Reception to KS2.

## **E4 – Integration and community cohesion**

The spiritual development of pupils will be evident in age-related ways by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences including via Learning Logs

The moral development of pupils will be evident in age-related ways by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, appreciate and respect British Values and through learning about right and wrong an understanding of the civil and criminal law will emerge
- understanding of the consequences of their behaviour and actions within school and outside
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

The social development of pupils will be evident in age-related ways by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- engagement in PSHCzE during tutorial time for which we have tried and tested 4-16 schemes and a bespoke Post-16 scheme of work
- willingness to participate in a variety of communities and social settings, including circle time within school and by volunteering outside, always cooperating well with others
- acceptance and engagement with the fundamental British values (see below)
- tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils will be evident in age-related ways by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

## E4 – Integration and community cohesion

- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

British values will be promoted e.g. in Reception “Who Helps Us” (police, NHS, courts etc):

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for, and tolerance of, those with different faiths and beliefs

### Community

Each of the free schools will collaborate with their local family of schools. DDAT already operates to support other schools in keeping with expectations from the office of the National Schools Commissioner. In addition to supporting our own family of schools, DDAT staff offer support to a wide variety of schools under a Service Level Agreement (SLA).

This generates income, as does deploying officers in their other role as Ofsted inspectors. This allows the Trust to gain important experiences through Ofsted training and being out and about in schools all over the country as Ofsted Inspectors.

Our team know what outstanding teaching looks like. We also work with other schools and organisations to share ideas and develop new models. We are an open organisation and operate within networks and working groups wherever we feel they can help us to improve the lives and life-chances of children and young people in Derbyshire. In this endeavour we are working with:

- Landau Forte Teaching School and QEGS Resource school (both MATs)
- Our Local Authorities
- Other diocesan schools as recognised in the Memorandum of Understanding between the Church of England and Department for Education
- Derbyshire Educational School Improvement Board (Derbyshire Teaching Schools)

Each school will support community cohesion. The schools will grow and flourish at the heart of their communities, and members of those communities will be welcome in their school. The requirements of the Equality Act 2010 will be met in community engagement activities as part of our work supporting community cohesion.

This will include actively promoting equality of opportunity, eliminating discrimination, harassment and victimisation, together with the fostering of good relations and removal of prejudice through mutual understanding and tolerance.

#### **E4 – Integration and community cohesion**

As part of our commitment in the local area of each school, we will:

- Establish and develop the free schools as a community hub
- Encourage appropriate hired use of school facilities by community members and groups e.g. workshops, exhibitions
- Offer accommodation in each school for meetings of recognised organisations and societies
- Seek then act where required on feedback from members of each community

## Section F – Capacity and capability

### F1 – A strong track record

#### F1 – A strong track record

Currently the Trust comprises 19 primary schools across Derbyshire and Derby City. In addition, in September 2018 the Trust successfully opened its first Free School, Derby Cathedral School, in the centre of Derby City. There are a further number of primary and secondary schools set to join DDAT in the next 24 months under a measured and sustainable growth plan, approved by the Headteacher’s Board for the East Midlands and Humber.

Including the new Derby Cathedral School in the DDAT family was a strategic aim of the Trust for a number of reasons including the desire to effect positive impact on social mobility. The DDAT school improvement team are keen to drive the Trust vision for all children to experience ‘life in all its fullness’ and individual pupil self-actualisation by positively influencing the whole of their statutory education journeys. We will deliver a 3-18 education experience that sets young people on the right course for the rest of their lives.

#### **School Improvement Approach**

Where DDAT schools are working well and standards are on an upward trajectory, schools and governing bodies are encouraged by the Trust to operate under ‘earned autonomy’ whilst adding capacity to support other schools showing signs of falling behind or those schools joining the Trust that are not yet good.

*“The senior leaders exploit a **productive relationship with the multi-academy Trust** well as part of that culture of improvement. The relationship has helped the senior leaders and the governing body to stay focused on **clearly expressed and appropriate priorities for improvement.**” (OFSTED July 2016.)*

Derby Diocesan Academy Trust (DDAT) was established with school improvement at its core, providing both support and challenge from its own academies and the highly effective central school improvement team.

DDAT’s vision is to build a better future for all within the academies who in turn will positively impact their communities. All DDAT academies, whether Church schools or non-Church schools, are recognised for their inclusive Christian ethos and for the impact that this has on raising educational standards.

The aspirational and measurable outcomes of DDAT are:

- All teaching to be good or better
- Every child to make at least the nationally expected levels of progress
- Every academy to be well led and governed
- All teachers motivated to self- improve and aspire to excellence
- All academies to be judged good or better at Section 48 Inspections

The DDAT team has a structured approach to school improvement. An educational audit of the school prior to conversion will highlight areas where, and to what level, the MAT board, through the Head of School Improvement; will support the school

## F1 – A strong track record

post conversion. The level of support will depend on the category which either Ofsted or the MAT board, place the school.

DDAT have developed clear criteria based on Ofsted/DfE requirements and local knowledge in order to place a school at one of three levels based on its developmental state:

Level 1: Outstanding

Level 2: Good

Level 3: Requires Improvement / Inadequate

The level will not necessarily be the same as the most recent OFSTED judgment but will be based on ongoing assessment resulting from school improvement visits. The level on which the school is currently assessed determines the amount of delegated responsibility given by the Trust to the Local Governing Body of the school. It also determines the level of funding retained by the Trust to provide the required intervention i.e. Level 1 = 4%, Level 2 = 5%, Level 3 = 6%. A scheme of delegation in place at each academy provides the school with a relevant level of autonomy based on their current standards, but also allows the DDAT Trust Board to take control of governance and leadership should there be evidence that standards are in decline.

All schools, regardless of category, receive **at least six visits a year** from a member of the school improvement team, which allows close monitoring of the school's performance. In reality, schools within DDAT receive a great deal more than the minimum number of visits and the school improvement team adopt an 'on call' approach for all academy leaders 24/7.

*"In September 2017 we became an academy, after 9 months of self-led improvement. From day one our school improvement officers, Declan and Jackie, have been around school on an at least weekly basis. They are both eagle-eyed and totally focussed on moving us forward. With immense experience of the OFSTED framework they know precisely where we should be headed, and offer us practical, working examples of how to get there."* Headteacher, DDAT School (High Peak)

During the arranged visits the school improvement team moderate and validate the school's self-evaluation through spending time in classrooms observing learning, holding discussions with pupils and stakeholders, carrying out work scrutiny and analysing pupil achievement data. An analysis of the school's own monitoring of teaching and learning, performance management, governors' documentation, policies, school improvement plans, any action plans, safeguarding documents, incident logs and any other documentation that will help the DDAT team gain a thorough knowledge of the school and its performance.

Clear and detailed reports ('RoVs') are issued to the school following each visit, which identify clear actions for school leaders to make the necessary improvements. In addition, action plans are developed collaboratively with the school that involves the support of DDAT consultants, all of which have recent HMI experience.

*"The biggest improvements, however, have been through school improvement. This has been challenging at times, but highly supportive. DDAT school improvement officers are very knowledgeable – they are all Ofsted inspectors or HMI-trained, so they know their stuff, they know what works, they know what's important from an inspection perspective, and they know how to help you to get there. If you're*

## **F1 – A strong track record**

*prepared to listen and work with them, improvement is pretty much guaranteed. All our headline data has improved this year, as well as in-year cohort data, and the quality of teaching, learning environments and work in books have all moved strongly in the right direction. Y6 results, for example, have gone from below national for attainment and progress to significantly above for both.”* Headteacher, DDAT School (Chesterfield Cluster)

*‘The **Derby Diocesan Academy Trust has provided very effective support** for the school. It has contributed to improvements, particularly in the early years, in pupils’ early reading skills and in the quality of teaching. The Trust is ambitious and determined to make sure that that the school is as effective as it can be.’* (OFSTED January 2018)

The overarching DDAT school improvement model within which the proposed new schools would operate is (as outlined above) based on a targeted intervention regime which is informed by detailed, real-time performance trends and analysis. The model is predicated on swift and effective action at the earliest possible opportunity where formal performance management and informal intelligence indicates that challenges may be emerging in schools. The Trust employs Education Improvement Advisers. All have Ofsted accreditation and some are Ex HMI who had national and regional HMI remits with backgrounds in primary, SEN and early years.

The School Improvement Team provide robust, evidence-based quality assurance and objectivity that means there are no ‘cosy’ relationships between school managers and leaders. The Trust also employs a Finance director, a full-time finance manager, a support accountant, hub support manager, HR manager and has procured additional time-limited finance support directly for schools. There is a strong culture of accountability and performance improvement with quantitative and qualitative management information collected on an on-going basis and reviewed fortnightly.

*‘**Leaders and governors are overwhelmingly positive regarding the level of support and challenge received from the Derby Diocesan Academy Trust.** Appropriate training has been delivered to staff and governors. School leaders have had their judgements on the quality of teaching and pupil progress validated during frequent visits made by Trust members’* (OFSTED May 2017)

The monitoring database established by the School Improvement Team, enables detailed analysis of pupil performance by gender, SEN status, pupil premium, EAL and then by prior attainment for each of these groups and thereby ensures that there can be evidence-based performance conversations with individual school managers and leaders. The Trust has the evidence that this approach works and delivers swift and sustainable impact for individual pupils and schools. Two examples of where this positive impact has been achieved are Newbold Primary and Bishop Lonsdale Primary. These two schools went from Special Measures to Good under DDAT.

*‘In 2016, pupils, including disadvantaged pupils, made significantly better progress than other pupils nationally in reading, writing and mathematics, by the end of key stage 2... The most able pupils, including the most able disadvantaged pupils, make good progress and more pupils are now beginning to attain above average standards as the quality of teaching continues to improve.’* (Newbold - Ofsted June 2017)

## **F1 – A strong track record**

In addition to the capacity at Trust level where strong overall accountability is exercised at all times, there is capacity within DDAT schools. This capacity includes NLEs, LLEs, SLEs and NLGs.

In addition to supporting its own family of schools, DDAT staff offer support to a wide variety of schools under a Service Level Agreement (SLA). This generates income, as does deploying officers in their other role as Ofsted inspectors. This allows the Trust to gain important experiences through Ofsted training and being out and about in schools all over the country as Ofsted Inspectors. Our team know what outstanding teaching looks like. Many Derbyshire schools buy into our SLA, so we know many of our local schools very well. This support is often a precursor to a school joining the Trust more formally.

### **Trust Membership and Performance**

DDAT as a single operational entity exists as two legal entities, DDAT and DDAT2 and the schools within these are shown below:

#### DDAT

- [Bishop Lonsdale CE Primary and Nursery School \(Derby\)](#)
- [Christ Church CE Primary School \(Chesterfield\)](#)
- [Darley Churchtown Church of England Primary School](#)
- [Firs Primary School](#)
- [Hardwick Primary School](#)
- [St George's CofE Primary School](#)
- [St Giles Primary School](#)
- [Newbold CE Primary School \(Chesterfield\)](#)
- [Walter Evans CE Primary and Nursery School \(Derby\)](#)
- [Derby Cathedral School](#)

#### DDAT2

- [All Saints Church of England Infants' School & All Saints Church of England Junior School](#)
- [Bolsover Church of England Junior School](#)
- [St Giles CE Primary and Nursery School \(Matlock\)](#)
- [Holbrook CE Primary School \(Belper\)](#)
- [St Laurence CE Primary School \(Long Eaton\)](#)
- [Scargill CofE \(Aided\) Primary School](#)
- [Turnditch CE Primary School \(Turnditch\)](#)
- [William Gilbert Endowed \(Church of England\) Primary School \(Duffield\)](#)

## F1 – A strong track record

Current performance data for these schools is shown in the table below:

School	Conversion Date	Hub	Ofsted Grade on Joining DDAT	Current Ofsted OE Grade	DDAT OE Grade	2018 KS2 Average Scaled Score (Attainment)	2018 KS2 Average Scaled Score (Progress)
Bishop Lonsdale	01/07/2014	Derby	4	2	2	102.6	-0.1
Newbold	01/08/2014	Chesterfield	4	2	2	105.5	+2.8
William Gilbert	01/03/2015	Belper	1	1	1	109.8	+4.8
Turnditch	01/03/2015	Belper	1	1	1	106.5	-0.7
St Laurence	01/04/2015	East Derbyshire	3	3	2	101.1	-3.1
St Giles, M	01/09/2015	Matlock	4	2	2	104.4	+1.0
Walter Evans	01/04/2016	Belper	2	2	2	107.9	+1.2
Christ Church	01/09/2016	Chesterfield	2	2	3	106.5	-0.7
Holbrook	01/10/2016	Belper	2	2	2	105.9	-1.0
All Saints Infants	01/04/2017	Matlock	2	2	2	Infant School	Infant School
All Saints Juniors	01/04/2017	Matlock	2	2	2	105.4	-1.7
Darley Church Town	01/06/2017	Matlock	3	3	3	104.8	-1.0
St Giles, K	01/09/2017	Chesterfield	2	2	2	107.6	+2.7
St George's New Mills	01/09/2017	High Peak	4	4	4	104.3	-0.2
Scargill, West Hallam	01/09/2017	East Derbyshire	3	3	3	103.4	-1.6
Bolsover Juniors	01/11/2017	Chesterfield	4	4	4	102.6	-1.7
Hardwick*	01/01/2018	Derby	1	1	1	102.6	-0.4
Firs*	01/01/2018	Derby	4	4	4	93.4	-2.1

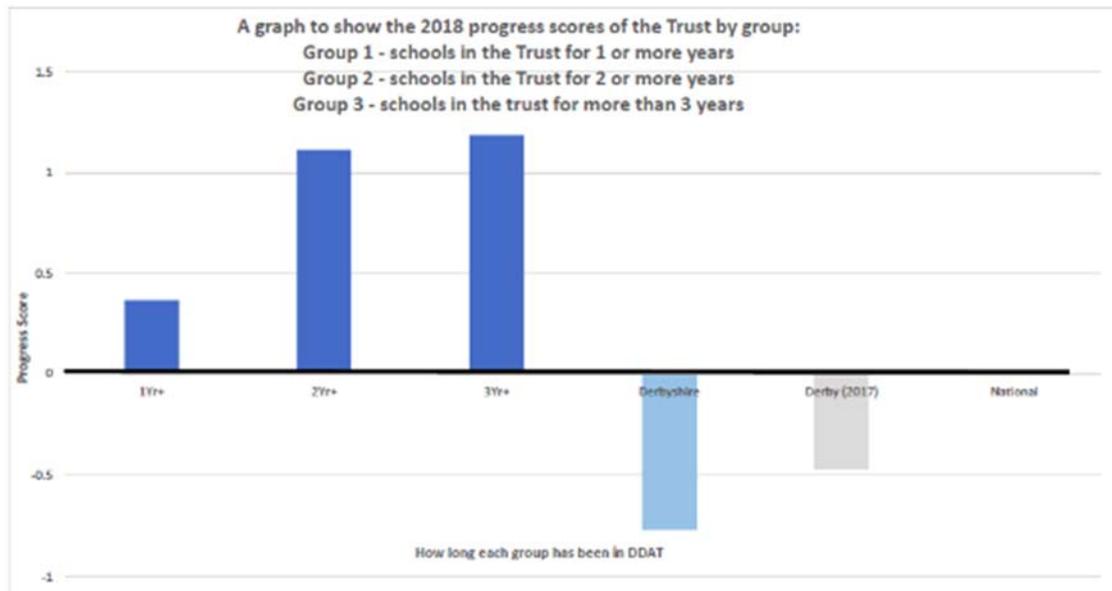
\* Data quoted is for 2017 as 2018 data for Derby City not yet available.

## F1 – A strong track record

Schools highlighted in green in the above table are the schools who joined the Trust with Directive Academy Orders (DAO) who have since been re-inspected by Ofsted. In all such cases, the schools have moved from overall Inadequate to at least Good in all areas. This highlights the Trust's effective school improvement capacity and methods.

There are 3 further schools (Bolsover, Scargill, St George's and Firs) within the Trust who joined as a result of a DAO, these schools are assessed by the school improvement team to be making satisfactory progress, however are still in need of intensive support to ensure they make the rapid improvements seen elsewhere in the Trust.

The table below outlines the progress scores for DDAT schools compared to the Local Authority averages (2018 data for Derby City Council not yet available to us), where schools have been in the Trust, 1, 2 and 3 or more years.



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

**F2(a) – Skills and experience of your team**

**Table F2(a) – Skills and experience of your team**

<b>Name</b>	<b>Where they live</b> (town/city)	<b>Member of core group?</b> (yes/no)	<b>Role(s)</b> (pre-opening team, member, trustee, principal designate, local governor once school is open)	<b>Summary of relevant expertise</b> Please refer to the relevant section of the assessment criteria to check what details you need to give	<b>Available time</b> (hours per week available to this project, over and above existing trust commitments)
					
					

				[REDACTED]	
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				[REDACTED]	
				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]	

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]	

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				[REDACTED]	
				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
				[REDACTED]	

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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## F2(a) – Skills and experience of your team

The proposers will draw upon the broad skills and experience of those detailed in the previous table. We have established a pre-opening team of people with education, school improvement, finance, governance, HR, marketing and disciplines and also a team member with previous experience of managing the pre-opening of free school projects, each committed to successfully opening [REDACTED], New House Farm CofE Primary School and [REDACTED]. The core group can each provide on average 6 hours a week during the pre-opening phase, making themselves available as required but with a plan to meet formally as a Project Steering Group each month as needed.

The core group will be led by Mark Mallender, Acting Chair of Trustees and our lead proposer. Mark brings significant experience having been a Headteacher for over 10 years with both of his previous schools graded as Outstanding under Mark's leadership. Mark has also previously worked as a senior advisor for a local authority and has experience of working with a variety of schools, some of which are in extremely challenging contexts. Mark has previously carried out Section 5 and Section 8 inspections in a lead capacity on behalf of Ofsted. Mark has extensive links across the East Midlands with Teaching Schools and other successful MATs and is committed to effective partnership and collaborative working.

Declan McCauley is currently the interim CEO and Head of School Improvement at DDAT. Declan has previously worked as a School Improvement Partner for two different Local Authorities and as such has vast experience of working with schools in a variety of contexts. Declan has been a section 48 inspector for Birmingham Diocese and has led section 5 and section 8 inspections on behalf of Ofsted since 2009. Before joining DDAT, Declan held the position of Principal at CFBT, one of Ofsted's three inspection service providers. As Principal, Declan quality assured inspection and line managed a team of over 120 inspectors. Declan oversaw the training of lead inspectors as well as leading his own inspections and carrying out section 8 monitoring visits. As such Declan has vast knowledge of the Ofsted Inspection Framework.

Declan McCauley will take the lead on the recruitment and appointment of the Principal Designates for all three proposed schools, supported by Mark Mallender, Jonathan Gallimore, Jackie Stirland and Sue Vasey.

Declan McCauley will work closely with the Headteacher Designates when in post from January 2022 to ready the schools for opening in September that year, and importantly engage with the growing communities and prospective parents of the new schools.

Jonathan Gallimore is the Executive Head of Hardwick Primary, St Chad's Infants and St James' Federation and has recently been appointed as the Hub Director for Derby City where he provides capacity to the DDAT school improvement team in the City.

[REDACTED] has substantial teaching and leadership experience across a variety of secondary settings in three local authorities.

Declan McCauley, Jonathan Gallimore, Jackie Stirland and [REDACTED] will work alongside the appointed Headteachers to ensure that all three Academies will deliver high quality education from the outset and ensure they can efficiently and effectively deliver what is needed alongside Mark Mallender, drawing upon his previous experience and those of the pre - opening team as a whole.

Declan McCauley, Jonathan Gallimore, Jackie Stirland and [REDACTED] will be supported other members of the pre-opening team including;

## **F2(a) – Skills and experience of your team**

Mark Mallender the Acting Chair of Trustees;

Richard Wetherall, Finance Director;

**Shakher Khaliq, Deputy Director of Business**

The core group will be responsible for delivering the workstreams during pre-opening to establish [REDACTED], New House Farm C of E Primary School and [REDACTED], and will meet monthly to discuss project progress, review documents and provide timely decisions to meet the overall project plan. Mark Mallender will be the key contact for the DfE at Keep in Touch meetings, reporting progress and ensuring workstreams are on track. The project team will deliver the required activities against a detailed project plan, logging actions, risks and issues on a weekly basis. Liaison with the DfE will be important to ensure that the school building meets with the education design specifications.

Key areas of activity during pre-opening will be:

- Project Development Grant management
- Development of the Education Brief
- Development of the Governance Plan
- Budget updates
- Headteacher Designates recruitment
- Head of Lower School recruitment
- Further recruitment - SLT, MLT, Teachers and Support Staff
- Marketing and liaison with prospective parents, open events, drop-in surgeries
- Policy formulation
- Development of the Scheme of Delegation between DDAT and the LGB's
- Preparation for DfE EA requests including 3-year Development Plan
- Safeguarding and Prevent Duty
- Preparation for Pre-registration Ofsted visit
- Preparation for the DfE Readiness to Open Meeting including Risk document
- Liaison with Council and DfE ref site (Schedule of Accommodation) and ICT procurement
- Financial projections
- HR, MIS and financial systems
- Funding Agreement communications

## F2(b) – Skills gap analysis

<b>Table F2(b) – Skills gap analysis</b>		
<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap?</b>
Project management	To manage the workstreams through pre-opening	We will appoint a project management company experienced in managing free school pre-opening projects to provide additional capacity, although as stated some members of the Proposer Group are experienced in successfully overseeing the pre-opening of Free Schools.

<b>F2(b) – Plans for recruiting a principal designate and executive head</b>
<p><b>Recruitment of Headteacher designates</b></p> <p>The Trust will appoint the Headteacher Designates for [REDACTED], New House Farm C of E Primary School and [REDACTED] to start full time at least two terms in advance of the opening dates. There are members of the Proposer Group with experience of working within a panel on teacher and headteacher recruitment events, including Declan McCauley, Jonathan Gallimore, Jackie Stirland and [REDACTED]. At least one of the panel members will be Safer Recruitment trained. DDAT has an experienced professional HR team to support this process and the DBE offers a professional Headteacher recruitment service for all C of E schools across the diocese. We are therefore very confident of operating a high-quality process which will include the paper application, references, a structured interview, written exercises and a presentation to find an outstanding candidate who shares DDAT’s vision and ethos.</p> <p>We will advertise nationally for all three roles using online media and locally via the school websites and other media, whilst also promoting the roles locally and within the Trust. We are confident that this will attract a strong field resulting in high calibre appointments with a strong track records reflecting the level of experience and expertise needed.</p> <p>We expect that the Headteacher Designates will hold C of E NPQH/ NPQH qualifications but may be existing Deputy Head Teachers at another school ready for their next move. The selection process will consider the relevant resignation deadlines. Once appointed, the Headteacher Designates will lead on the recruitment of other staff within their respective schools.</p>

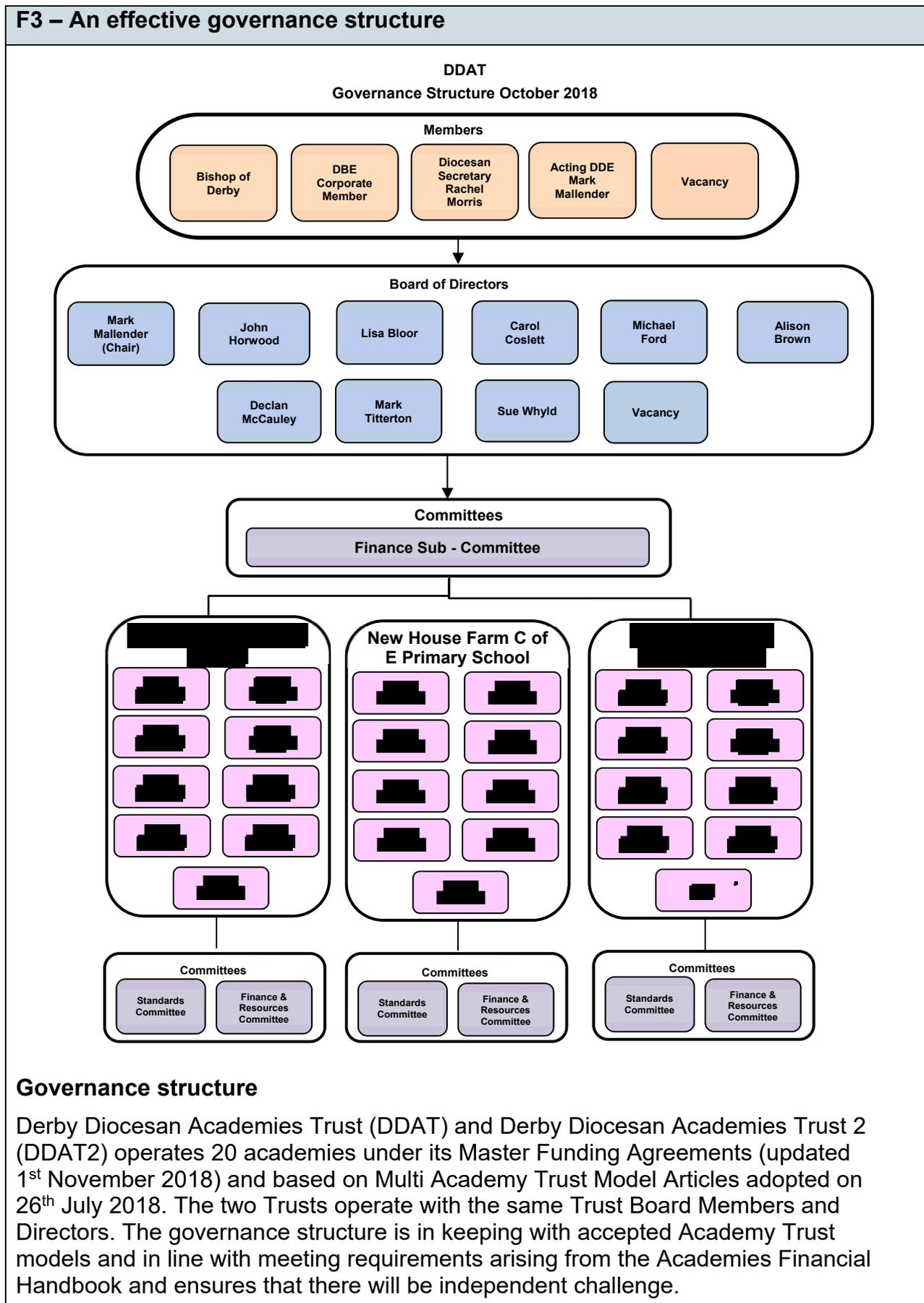
**F2(b) – Plans for recruiting a principal designate and executive head**

The timeline for the recruitment of the Headteacher Designates is as follows:

01/03/2021	Sign off on the Job Descriptions, Person Specifications, related Selection Criteria, and details of the selection process
05/03/2021	Recruitment Packs prepared
08/03/2021	Advertise the Headteacher jobs nationally and locally including online and via the school's website
26/03/2021	Closing date for applications
29/03/2021	Shortlisting followed by reference requests
31/03/2021	Invitations to interview e-mailed and posted
14/04/2021	Interview date
19/04/2021	Job offer subject to references, DBS check, confidential occupational medical questionnaire and funding agreement

Should we be unhappy with the field for the first round of interviews, we will close the process and re-advertise immediately. If the second round is unsuccessful we will consider the use of specialist search companies. The recruitment schedules allow for the fact that the first recruitment rounds may not be successful, although we expect to fill both posts given the nature of the opportunity. If we fail to recruit, we will consider seconding an experienced Headteacher from another school within the diocesan network and take the opportunity to grow a new head of school in their substantive school.

## F3 – An effective governance structure



### **F3 – An effective governance structure**

Our family of academies across Derbyshire strives to offer high quality education for all children based on clearly established Christian values and principles.

DDAT work closely and collaboratively with their schools and other partners to ensure that they offer a strong caring ethos and a clear moral purpose. DDAT encourage all their schools to see themselves as part of a family with a shared vision, identity and purpose whilst maintaining their individuality.

DDAT are committed to achieving excellence in education and see it as the right of every child to achieve their full potential and to flourish academically, socially, spiritually and emotionally.

Each individual academy in DDAT is encouraged to maintain its own distinctive ethos, be at the centre of their community and raise aspirations and achievement. This is achieved in two ways: firstly, through excellent teaching to inspire curiosity, unlock talents and realise potential; and secondly, by ensuring high quality care, guidance and support that ensures the personal development and welfare of each child. By working together, DDAT have a track record in harnessing the talents of all staff, sharing good practice between all member academies and sharing resources that enable schools to concentrate on delivering excellence in education. The proposed academies will become part of the DDAT family.

#### **Roles and Responsibilities - The Board of Directors**

We appreciate the different roles of Company Members, Directors, Local Governors and the Academy Headteachers. Clear lines of accountability and reporting are ensured between these groups as defined in our Scheme of Delegation agreed by the Trust Board. Sound governance is critical to provide the challenge and support necessary for the effective running of our academies, and the reporting procedures and accountabilities are described within the Terms of Reference for the Trust Board, the Committees and the Local Governing Bodies. Our Members are aware of their powers and obligations under Company – namely appointing and removing Directors, voting rights and the ability to change the constitution of the Company. Members meet once a year at the Annual General Meeting.

The DDAT Trust Board is responsible for the strategic direction of the Trust, and in addition to their legal duties as Company Directors, Trustees are accountable for:

- Legal responsibilities including returns to Companies House and Charity Commission, DfE, and provision of information to Ofsted
- Funding Agreements with the Secretary of State for Education
- Overall strategic vision, performance and development
- Establishing and holding to account the Local Governing Bodies (LGB's)
- Agree Committee and LGB Terms of Reference
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer role and recruitment of staff and their training and CPD
- Risk management; establishing and monitoring of Key Performance Indicators
- Reviewing and developing policies

### F3 – An effective governance structure

Directors of the Trust have extensive experience of education, school improvement, finance, governance, and capital projects.

#### Committee Structure

DDAT has one Committee: Finance Sub – Committee. Directors with the relevant experience attend this Committee which oversees operational performance of the academies in the Trust. The Trust Board is responsible for the strategic direction of the Trust and holds the CEO and Headteachers to account. The Committee meet termly and report to the Trust Board.

The interim CEO of DDAT and Head of School Improvement Declan McCauley meets with Headteachers regularly to develop collaborative learning strategies across all the academies and reports to the Trust Board directly, providing a dashboard of performance across all schools as follows:

#### *Derby Diocesan Academy Trust*

End of Year Dashboard Overview from the School Improvement Team

July 2018



School	Leadership and Management	Teaching, learning and assessment	Pupil Outcomes	PDWB	Early Years	Overall Effectiveness
All Saints Federation	↑					
Bishop Lonsdale						
Bolsover Junior		↑	↑		N/A	
Christ Church						
Darley Chruchtown						
Firs						
Hardwick						
Holbrook						
Newbold						
St Giles Killamarsh			↑		↑	↑
St Giles Matlock						
St George New Mills	↑	↑	↑	↑	↑	↑
St Laurence						
Scargill						
Turnditch						
Walter Evans						
William Gilbert						

*White boxes show insufficient evidence to judge so far or not applicable*

Change indicators since previous dashboard:

Improvement ↑ Deterioration ↓ No change remains blank

Furthermore, the Trust has Termly Health check meetings with each Academy (Headteacher & SBM) to discuss all areas of Academy performance – educational, Financial and Operational. These visits are undertaken by Sarah Ferguson as Academy Hub Lead, again reporting directly to the Trust Board on pertinent issues as follows:

### F3 – An effective governance structure

#### DDAT / DDAT 2 Hub Report – March 2017



School	Overview	Actions
Newbold CofE Primary School	<ul style="list-style-type: none"> <li>- SF visited Headteacher and SBM on 09/03/17.</li> <li>- Generally, all is going well at the school and the Headteacher is 'ready for Ofsted'!</li> <li>- Started redundancy process for Midday Supervisors, as Play Leaders will replace these roles.</li> <li>- School is looking to move away from the DCC caretaking/cleaning contract as soon as possible. DCC creating problems in terminating the SLA – Michelmores advising. School wish to appoint a Site Manager and commercial cleaning company. Opportunity to share this role with St Giles (Matlock).</li> </ul>	<ul style="list-style-type: none"> <li>- SF to draft JD/PS for Site Manager position.</li> <li>- SF to support Headteacher through redundancy process.</li> </ul>
Bishop Lonsdale CofE Primary School	<ul style="list-style-type: none"> <li>- SF and KM completed hub visit on 09/03/17.</li> <li>- Cash flow issue reported but school satisfied that this has been dealt with by DDAT FD. Further preventative work needs to take place to ensure this doesn't happen again next year.</li> <li>- Other minor issues reported which the Hub team is dealing with.</li> </ul>	<ul style="list-style-type: none"> <li>- SF to assist in consultation on change in term dates around Christmas holidays.</li> <li>- SF and KM to complete other minor actions identified.</li> </ul>

#### Local Governance

DDAT will appoint Governors to all three Academy LGB's, which will be made up of a small number of local people with the appropriate skills and levels of commitment. Trustees of DDAT that are also experienced local Governors will help develop the shadow LGB's during pre-opening so that the new schools are supported immediately upon opening, with staff and parent Governors joining once elected. The LGB's will have delegated authority in accordance with the Trust's Scheme of Delegation, namely:

- Appointing a Chair, Vice Chair and Clerk
- Working within the Trust's Scheme of Delegation
- Develop the distinctive ethos and aims of the academy, and upholding its Christian character
- Hold the Headteachers to account, monitor the quality of teaching, learning and assessment and draw up an annual academy improvement plan
- Overseeing safeguarding to ensure it meets requirements and supports well-being for children with special educational needs
- Appoint staff and oversee pupil and staff discipline, including pupil attendance
- Set, propose and manage the budget in accordance with DDAT procedures
- Engage in consultation as required by the Trust in the delivery of capital and maintenance projects
- Maintain a risk register and refresh policies annually in accordance with DDAT procedures

DDAT will carry out robust monitoring and review of performance of all three proposed Academies during their initial years to ensure that they achieve at least Good in its first Section 5 Ofsted Inspection, and that they remain on course to achieve and maintain

### **F3 – An effective governance structure**

an Outstanding rating and the highest outcomes for their pupils. This will include a review of data, the Headteacher's 6-weekly self-assessment, and regular visits to all three Academies to observe quality of teaching and the attitudes and behaviours of pupils and staff.

Any causes for concern will be logged and discussed with the Headteachers and the LGB's, with a course of action agreed and implemented. Should the issue continue, and any underperformance persists, the DDAT Board will set out and implement its school improvement intervention plan. Progress will be monitored on a fortnightly basis to ensure the Board's plan is being implemented and is effective, and until the expected levels of performance are back on track.

The LGB's will have a minimum of nine governors and a maximum of eleven, selected based on the skills and experience following a skills audit exercise. The structure will include:

- 5 Appointed by DDAT
- Headteacher (ex officio)
- 1 Staff (appointment by election)
- Parents (not less than 2, appointment by election)

As is the practice of other DDAT LGBs, there will be an annual skills audit and self-evaluation exercise to ensure that the LGB's are providing the challenge and support for the school's leadership.

Attracting and recruiting high quality Headteachers is central to the success of all three Academies and how they will work with the Trust to provide outstanding education and care. We aim to recruit the Headteachers through open recruitment via national and local advertising as described in section F2 (b).

The Headteacher Designates will play a central role in the latter part of the pre-opening phase and the final job description will be amended in light of the progress made during the early pre-opening phases. To reflect the degree of challenge in establishing and directing a new school in this area, and to demonstrate our commitment to their professional development, we will offer candidates a salary towards the top end of the national leadership pay scales.

As the Headteacher Designates will join the project two terms prior to opening, they will be heavily involved in implementing the successful models' education at our Trust partner academies; working closely with their Headteachers. They will also be involved in meetings with key stakeholders, parental engagement and marketing, and attendance at remaining pre-opening events including the ROM and Pre-registration Ofsted visit.

The Headteacher designates will be responsible for the recruitment of the SLT, teachers and support staff supported by the core group and shadow LGB during the run-up to opening, and thereafter supported by the LGB until the new school reaches its full complement of pupils and staff. The Trust's ethos is that staff with specific subject skills and expertise will work across the Trust's academies where they are needed. It is expected that key staff from the Trust academies will work closely with newly appointed staff at [REDACTED] New House Farm C of E Primary School and [REDACTED] on opening to ensure that the successful models at the partner schools can be implemented from day one.

### **F3 – An effective governance structure**

#### **Central services**

The Trust provides its academies with a range of services to support educational and financial performance. The Trust will continue to review its charges made on participating schools for central services, thereby ensuring the top-sliced funding is in-line with the Trust requirements. The top-slice for academies joining DDAT is variable depending on the school's current operating level under the Scheme of Delegation. This means for schools who are performing well and at an 'Outstanding' level, the top slice is 4% of General Annual Grant (GAG).

For schools who are rated as being 'Good', the top slice is 5% of GAG, and for schools who are 'Requires Improvement' or 'Inadequate', the top slice is 6% which reflects the level of support required. For the proposed new schools, the top slice will initially be set at 6% until the school's first formal inspection by Ofsted. NB. Specific pupil funding, for example Top-up Funding and Pupil Premium funding will not be included is not included in the baseline GAG figure and is not included in any top slice calculations.

Centralised services provided to DDAT schools as part of the top slice (i.e. no further charges are made for these services) include:

- School Improvement
- Audit/Accountancy Fee
- HR Support
- Finance Support
- Legal Support
- School Bus Membership
- ISBL Membership
- Top – up Insurances
- Hub Support
- CIF Support

Where possible academies will share good practice and short-term direct support in extenuating circumstances. However, each academy is eligible to charge other schools for support/services which are provided by each other.

All three Academies will have full access to the resources and support within the Trust to ensure that it is providing high quality education from day one, and continually thereafter.

#### **Trust Intervention**

The use of monitoring on a termly basis against milestone targets allows the use of early intervention strategies. Rapid intervention at Trust level, should this be required, would occur with a specific nature depending on the diagnosis at school-level and operate within the consistency assurance methodology of the Trust. This could be temporary deployment of Trust personnel, or short-term additional funding, each against an action plan with agreed targets. See Section E2 for more information.

### **F3 – An effective governance structure**

#### **Conflicts of Interest**

DDAT operates a Conflicts of Interest policy and maintains a Register of Pecuniary Business Interests of Directors and central staff, which will ensure that no person can have influence on decisions that could benefit them personally or benefit a family member or friend or workplace associate.

Performance management, and in particular responsibility for executive functions, will retain independent challenge by avoiding any potential familial, friendship or collegiate relationship between reporting levels and those with roles involving critical oversight such as Chair of the Trust Board, CEO, Chair of Governors and Headteacher. In addition to those already involved in the project we will seek to recruit openly to all three Academies from their local communities.

Operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflicts of Interest policy as mentioned above, which draws from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Headteachers' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We are also aware of the Nolan Principles and will always adhere to them.

Should the Trust wish to buy-in any external services, the Board will manage a thorough procurement process in accordance with the Academies Financial Handbook and public sector procurement legislation.

## Section G – Financial viability

### G1 – Additional commentary on financial viability

Our 100% pupil numbers budgets shows that our curriculum model and school organisation are viable and based on realistic assumptions about income and expenditure. The information on staffing, and other aspects of the three schools including non-staff costs is consistent with the rest of our application. At all times the schools have sufficient staff in appropriate roles to support high quality new education provision as set out in our vision in Section C content and the curriculum plan in Section E. Annual surplus figures are appropriate and offer due flexibility.

The annual surplus values for the first year and steady state are as follows:

SCHOOL	OPENING	FULL
New House Farm CofE Primary School	9.9%	6.5%
██	████	████
██	████	████

During the growth phase, there are healthy annual surplus figures and cumulative surplus levels which will give room for reasonable adjustments if needed to recruit and retain top quality staff. The annual surplus figures do not depend on any at-risk sums. Local Governors will use the cumulative surplus appropriately for the education of our pupils but as these decisions are many years ahead we will not tie the LGB's hands at this stage, so far in advance of a future when the education context may have changed significantly and the detailed priorities of the new schools at that time cannot be predicted.

As Proposers we fully understand the need to adhere to the 'Seven Principles of Public Life', also known as the 'Nolan Principles'. We will adhere to these principles throughout the pre-opening phase if our application is approved by DfE, and post-opening through the growth phase to steady state and beyond. Trust central costs rise to 4% during the growth phase and cover school improvement support, independent review, legals, marketing and HR support e.g. recruitment over time. The vision is deliverable under a 30% reduction in income.

In the first years of the post-opening phase when senior leaders are needed to realise the vision and provide excellent teaching, viability is achieved in a balanced budget with diseconomy funding in the form of the Post-opening Grant, which is in place for this purpose.

The Summary tab of the spreadsheet confirms that our approach is viable at all times from opening to steady state and beyond.

# Section H – The proposed sites

**Annexes**

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## New House Farm CofE Primary School Leaflet

**Proposed new school in the Mickleover area**  
**New House Farm CofE Primary School**



An application to establish New House Farm Primary School – A Church of England Academy, will be submitted to the DfE in November 2018. It will be a two-form entry co-educational school, with 60 pupils in each year group and 420 pupils in total when at full capacity. Subject to demand we plan to initially open with two Reception classes and a 25 place Nursery.

The school is being proposed by Derby Diocesan Academies Trust (DDAT) to help meet the growing need for additional high-quality primary places in the Mickleover area of Derbyshire and also to give families additional choice of a high-quality education with Christian values and strong pastoral care for their children.

**We need your support to make this happen!**  
 Please complete the short form on the 'Register Your Support' page at:  
[www.newhousefarmcofeprimaryschool.org.uk](http://www.newhousefarmcofeprimaryschool.org.uk)

**DDAT** Facebook: New House Farm Church of England Primary School  
 Email: [card.rob@ddat.academy-trust.com](mailto:card.rob@ddat.academy-trust.com)

**Proposed new school in the Mickleover area**  
**New House Farm CofE Primary School**



**Key characteristics of our School:**

- A non-fee paying Church of England co-educational Primary School in the Mickleover area
- Initially opening with two Reception classes and 25 Nursery places, subject to demand
- The new school will work closely with schools within the Trust. It will also exploit the strong collaborative links with the Trust's secondary academy. Children from all backgrounds, of all abilities, and of all faiths and none, will be very welcome
- A broad and balanced curriculum with a strong focus on nurturing the potential of each child, delivering progress and achievement for all pupils
- A safe and supportive environment with the highest expectations of care and standards, within a Christian ethos and emphasis on strong moral values
- A family friendly school at the heart of its community with breakfast and after school clubs

**We need your support to make this happen!**  
 Please complete the short form on the 'Register Your Support' page at:  
[www.newhousefarmcofeprimaryschool.org.uk](http://www.newhousefarmcofeprimaryschool.org.uk)

**DDAT** Facebook: New House Farm Church of England Primary School  
 Email: [card.rob@ddat.academy-trust.com](mailto:card.rob@ddat.academy-trust.com)

## New House Farm CofE Primary School Facebook Page



Page | Inbox | Notifications | Insights | Publishing Tools | Promotions | Settings | Help

New House Farm Church of England Primary School  
 Create Page @username

Home | Like | Follow | Share | Add a Hint

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