



Department  
for Education

# Application form to set up a mainstream free school

**Deadline: 5 November 2018**  
**Greenwood Academies Trust (GAT)**

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

**Waterside Primary Academy**

# Contents

<b>DECLARATION</b>	<b>3</b>
Section A – Applicant details and outline of school	4
Section B – Evidence of need for a new school in the area	5
B1 – Evidence of basic need	5
Section C – Vision	10
Section D – Engagement with parents and the local community	12
Section E – Education plan: part 1	15
Section E – Education plan: part 2	16
E1 – Curriculum plan	16
E2 – Measuring pupil performance effectively and setting challenging expectations	21
E3 – Staffing	26
E4 – Integration and community cohesion	40
Section F – Capacity and capability	44
F1 – A strong track record	44
F2 – The necessary experience and credentials to deliver the school to opening	50
F3 – An effective governance structure	61
Section G – Financial viability	66
Section H – The proposed site (use Excel spreadsheet)	68
Appendices	69

## 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:**

A black rectangular box redacting the signature of the signatory.

**Position: Chair of Greenwood Academies Trust**

**Print name: Mike Hamlin**

**Date: 31 October 2018**

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

## Section A – Applicant details and outline of school

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

- Complete the Section A1 tab in the Excel spreadsheet; **Attached**
- Complete the Section A2 tab in the Excel spreadsheet; **Attached**

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

### B1 – Evidence of basic need

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

Over the past several months the Trust has been working with Nottingham City Council (NCC) to refine the current and future predicted pupil numbers in the area in and around the location of the proposed Free School. There is strong evidence that current capacity will be outstripped over the next few years, as housing development expands in the area.

Significant local housing development is planned and, in a number of cases, is already constructed or under construction, across a swathe from the City Centre to the city/county boundary to the south of the city.

Appendix 1 shows a map indicating the planned housing developments within the vicinity of the proposed Free School. Developments to the east of London Road and to the South of Parliament Street to the River Trent have been determined as directly impacting the area where the new Free School is planned.

This is a conservative assumption of developments that will potentially provide pupils to the Free School as in reality it is expected that the popularity of the new Free School will draw pupils from the wider developments indicated on the map.

The most significant development directly feeding the new Free School is the Waterside Development (shaded salmon on Appendix 1). This six phase development (currently building out phase two) is the city's flagship regeneration scheme which aims to transform the north bank of the River Trent from Trent Bridge to the city boundary, enabled by a multi-million pound Environment Agency investment in new flood defences. This development is high profile and of national and international renown, especially in terms of its environmental and sustainable credentials.

Greenwood Academies Trust (GAT) has been working in partnership with Nottingham City Council (NCC) and Blueprint (Regeneration company delivering the Trent Basin regeneration project) to form this proposal where the new Free School is the centrepiece of this new, innovative development.

GAT and Blueprint have discussed in principle how the organisations may work together to ensure that the development of a new Free School benefits from synergies possible through the broader regeneration scheme. Blueprint have provided an overview at Appendix 1 (Annex A) that sets this out.

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

Appendix 1 also shows the location of the local schools that would be impacted by all of these new housing developments, including the Waterside development.

Appendix 2 provides NCC's assumptions about the likely construction build-out and primary pupil yield from the known agreed developments. The proposed Free School would start with nursery and reception and then each subsequent year an additional year group would be added as reception moves through the school. This Appendix estimates the additional reception number pupils according to the planned build-out only as 1/7<sup>th</sup> of the total estimated primary pupil yield.

Part of the overall vision for the Trent Basin development is to provide high quality and sustainable housing in a currently underutilised area of the city to encourage a greater number of university leavers to have more attractive options to stay within the city. The provision of a high quality primary school at the centre of this new community and available places at good quality local secondary schools is expected to not only encourage young families to move to the area but to remain there for a considerable time. This stable community will in turn lead to a stable pupil roll. The nature of the housing, which does not include any buy to let property, will encourage families to move into the area, which may well provide a greater ratio of pupils per dwelling than reflected in current estimates.

Appendix 2 also shows NCC's estimate of reception class numbers at the three schools within the immediate area of the proposed Free School as at September 2021 and the estimate of additional reception places needed to meet additional demand from new build (only). It is assumed for modelling purposes that the existing demand for reception places (before new build) at these three schools remains constant, although NCC intuitively believe the demand may well increase regardless of any planned developments in any case. With there being no realistic option to extend the capacity of these three schools all additional un-met need would naturally feed the new Free School. However, this has not been factored into pupil numbers modelled in Appendix 2.

Similarly, the estimate of reception age children does not assume any additional pupils for any other developments outside the area shaded salmon indicated at Appendix 1, nor the likely popularity of the school, particularly from commuters from the east of the city as the proposed site is just off a main arterial route (and e-highway) into the City Centre, served by excellent public transport. For example, there is significant new build taking place within Netherfield, which is immediately outside the city boundary and within 2 miles of the proposed site. Whilst no additional demand has been factored in for this or any other proposed development

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

outside the city's tight geographical boundary in all likelihood a high quality Free School will be an attractive option for some of these other developments and generally. This Appendix indicates (based on conservative estimates of reception age pupils) from the existing demographic and known planned developments alone that there is the need for a 2 form entry primary school.

We fully expect that the new Free School will be full at reception when it opens in September 2021, with pupils from nearby developments and established communities choosing the primary Free School, whilst places that will ultimately be taken up by those moving into the new development in the Waterside area are available in the first couple of years.

GAT also wishes to open a 60 place nursery alongside the statutory primary provision. There is a very strong rationale to open a nursery in order for 3 and 4 years olds to benefit from a quality nursery provision, to market the primary Free School offer and help aid the natural transition into the Free School.

GAT has liaised with NCC who are supportive of additional nursery provision being included in the development. NCC have confirmed all local school nurseries are full and have no further capacity to expand. Appendix 3 provides NCC's latest Childcare Sufficiency Assessment (April 2018). The key Ward affected by the proposal to open a Free School is the Dales Ward. The report indicates (Appendix 3, page 8) that in the Dales Ward the amount of places per 0 to 4 population is only 8% of the population and is less than half of the city average of 18%. Clearly, GAT does not wish to do anything to destabilise local provision, including the PVI sector and has consulted with the sector locally as part of its overall consultation arrangements. No adverse responses has been received from this consultation.

GAT believes its vision for the new Free School will ensure that it is a success and it will provide a high quality offer within the community it serves. We believe that the pupil numbers we have used are very conservative. We expect that the potential for GAT to work strategically with key partners will not only ensure a very high patronage of the expected pupil yield from new developments, but may actually increase the yield beyond that which may be expected in similar city centre developments. Due to the confidence GAT can provide to new residents regarding the quality of the primary school offer that their families will benefit from.

The Free School will play an essential part in building and sustaining a new community within Nottingham.

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

The marketing of the new Free School will be a joint endeavour with Blueprint and other local developers, and we believe this will be central to the success of their developments and the new Free School.

When marketing the new Free School, not only can GAT show on paper what the new provision will look and feel like it can show in practice by facilitating visits and community events at its Nottingham Primary Academy sites (both new build projects) the quality of provision that will be offered (Nottingham Academy Ofsted Good overall, Primary Outstanding).

Section D, Appendix 4 provides a detailed marketing plan that identifies the actions required to effectively market the new Free School in more detail.

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



B2 – Need for good school places

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

**Not applicable as the proposed Free School is in a targeted local authority district.**

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

## Section C – Vision

### C1 – Vision

The proposed Free School's core purpose will be to ensure that learning, progress and achievement is outstanding and that aspirations are high for every individual pupil. The ethos and culture will nurture and support all pupils so that they feel secure in their learning and are able to take advantage of a wide range of opportunities. This will be achieved through praise and encouragement, outstanding pedagogical standards, high expectations and excellence in all aspects of school life.

The proposed Free School will develop strong relationships with all stakeholders. Individuals and groups associated with the proposed Free School will be encouraged to share their learning and expertise. Positive partnerships will be encouraged with parents and members of the wider community for the benefit of all pupils.

There will be a culture of enquiry and exploration. Staff will actively promote personal responsibility in pupils. They will support pupils to develop characteristics such as resilience, persistence, optimism and self-worth.

The proposed Free School will uphold traditional values such as good behaviour, respect and dignity for all members of its community.

The proposed Free School will be a 3-11 two-form entry primary and nursery school (420 place primary and 60 place nursery), which will provide an inclusive education to all of the children within the local community, the proposed Free School will work closely with the local Nottingham Primary Academy (Greenwood Academies Trust) which is one of the highest achieving schools in the city of Nottingham to deliver this vision. The proposed Free School will be part of an established network of 23 GAT primary academies across the East Midlands and the East of England.

The curriculum will be broad and balanced, following the principles of the national curriculum and inclusion will be at the heart of the new proposed Free School. The Trust has an 'Outstanding' Special School in the Nottingham City, Nethergate Academy, which will provide support to ensure that pupils identified with SEND will receive an excellent provision.

GAT has extensive experience of working with disadvantaged children across the challenging socio-economic areas we serve. Attainment for this group of children across the Trust is in line with national average, our curriculum and support for disadvantaged children at primary has been praised in recent Ofsted inspections.

Currently there are 34 academies in the Trust, 23 primary, 8 secondary and 3 special schools. The Trust operates in five distinct regions: Corby, East Coast of Lincolnshire, Nottinghamshire & Leicester, Northampton & Bedford and Peterborough. The Trust works predominately with sponsored academies and free schools. Currently there are 26 sponsored academies, three converter academies and six brand new schools in the Trust (this includes three Free Schools). The majority of the Trust's academies are in areas of extreme social disadvantage.

## C1 – Vision

95% of GAT primary academies have recently been judged as ‘Good’ or ‘Outstanding’ by Ofsted and primary performance measures across the Trust are all in line or above national average. Of the three brand new primary academies within the Trust, one has been rated as ‘Outstanding’ and two have been judged as ‘Good’ in their recent inspection. Corby Primary Academy, the only new academy to report KS2 results as yet are above national average for age related expectations.

The Trust works on a regional basis with each region having a dedicated Senior Education Adviser (SEA) who is responsible for monitoring the quality of provision in the region. The SEA also co-ordinates academy to academy support and holds regional professional development sessions. Our Trust has a wider network for CPD within an internal teaching school (GAT Learning Alliance). The Learning Alliance provides training and action research opportunities across the Trust.

The proposed Free School would join the well-established Nottinghamshire and Leicestershire region of two secondary academies, one special academy and four primary academies. All academies in this region are judged as ‘Good’ or ‘Outstanding’ by Ofsted in their most recent inspection. Primary outcomes, particularly for disadvantaged children are strong in the region due to the culture of collaboration between the academies.

Enrichment, which includes careers and employability skills, sports, performing arts, music and outdoor learning, is an integral part of the Trust’s vision and curriculum. Further details are given in Section E1, Education Plan.

The Trust has a suite of statutory policies in place, which are approved by the Trust Board, which would be used by the new Free School.

The Free School would develop a sustainable approach to allowing its community to benefit from the facilities on site and we have already agreed in principle with Blueprint Ltd, that it will focus its Corporate Social Responsibility resource on supporting the Trust in enabling community initiatives to be run sustainably from within the Free School.

Our initial plans are for the nursery to be open term time only offering full-time and part-time places for up to 60 children (FTE) providing early education for 3 and 4 year olds. The nursery will mirror the academy’s term dates and operate from 8.30am – 11.30am or 12.00pm – 3.00pm. Subject to demand, the nursery opening hours may be extended in order to provide places during school holidays.

### Trust Growth Overview

GAT has a clear set of principles, agreed by the Trust Board, that underpins decisions on the growth, including the provision of new schools which are as follows:

#### **Principles for Growth**

- **Growth must not compromise the quality of offer made to current or future pupils at GAT’s existing academies.**

## **C1 – Vision**

- Growth must be geographically coherent and fit into the existing Regional Hub model with no more than approximately 45 minute drive from any academy to another in a geographic cluster.
- New academies must be economically viable for the long term. Any short to medium term financial challenge would be dealt with through an agreed and sustainable plan.
- Any expansion into new geographical areas must involve a sustainable number/cluster of projects.
- Any new academy must be secular and non-selective.
- Any growth must be approved by the Trust Board.

The Waterside Primary Academy would meet these predefined principles.

## **Section D – Engagement with parents and the local community**

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

The Trust has been actively developing an understanding of the current pupil places/basic need picture across Nottingham City and specifically in the area proposed for the new Free School. We have been provided with the data, information and supporting evidence to inform this position (including pupil growth projections, housing development and pupil yield analysis for the Waterside development and the local pupil place planning area). This demonstrates the imminent and projected need for additional primary places generated by the scale of the housing developments planned and already underway in both the Waterside and local planning area. The Waterside development includes a further three housing sites (totalling over 150 units) coming forward in the next 6 months, followed by over a 1000 new units.

Waterside is being promoted as a new neighbourhood for the city of Nottingham. However, existing schools within the local area are already at full capacity. A new influx of families will significantly add to this pressure. The pressures on primary places in the local planning area of Sneinton have been highlighted and evidenced in the Local Authority SCAP returns in recent years. All the other existing primary schools in the surrounding planning area are currently full and there are no other current viable options for expanding the existing schools due to site constraints. Therefore, without additional primary capacity in this area, there is highly likely to be a significant shortfall of places.

Greenwood Academies Trust (GAT) have worked successfully with Nottingham City Council (NCC) over a number of years to deliver high quality, inclusive, learning opportunities for children and young people in Nottingham.

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

The Trust has been actively developing an understanding of the regeneration project and the current pupil places/basic need picture across Nottingham City and specifically in the area proposed for the new Free School. The Trust has received full support from the Local Authority and has attached copies of the letters of support from the Corporate Director for Children & Adults, the Local Councillors, the Planning Officer and the Sneinton Tenants and Residents Association (see Appendix 4).

We have been very proactive in engaging with the local community and have developed and circulated a leaflet to explain our proposal, which included the following key messages:

*About the Trust and the academies within the Trust; proposing to open a 420 place primary and 60 place nursery in September 2021; our experience, including building and opening new schools; our aspirations for pupils; information on the next steps; details of how to find out more information and provided contact details; how governance would work; leadership of the academy, details about SEN and the curriculum.*

The leaflet has been circulated to all local schools, academies, school nurseries, day nursery providers, and child minders, local libraries, health centres, community centres and children's centres. All of the Trust's academies in the local area have also added information in the newsletter to parents with a link to our website should they require further information.

GAT has not lobbied parents of existing pupils in the area to see if they would be likely to select the new Free School. Whilst we are confident that parents would have provided significant support, we are determined to work with other local schools and NCC to ensure a new Free School would not be detrimental to general provision in the area. However, clearly in reality the new Free School will be popular to both new and existing residents in the area.

All staff in the Trust's local academies have been informed about the Waterside development and the proposed Free School.

A full engagement and marketing plan (including copies of the marketing materials and letters of support) which details all the engagement we have undertaken is attached at Appendix 4).

The Deputy Chief Executive attended the local Sneinton Tenants and Residents Association on 23 October 2018 where the proposal was widely supported (see letter included at Appendix 4).

Engagement with the existing and new community will be on-going. For instance, the proposal will be presented to the Area Committee on 11 December. The engagement with the new community will be a joint endeavour with Blueprint, who will be one of

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

GAT's key advocates of the new community who will also be able to help articulate, from a very practical perspective, how the design and implementation of the Free School can help facilitate the establishment of this new community in the Waterside development.

Blueprint has already been very active in supporting the proposal and have contacted all existing and prospective home owners in the new development.

All the information has been posted on the Trust's website along with all the Trust's local academy websites. The proposal has also been included in newsletters sent out to parents.

If the Free School is approved we will develop a full marketing and consultation plan. Information to be included can also be found in Appendix 4.

### Responses received

With the exception of the letters of support from the Local Authority and the Sneinton Tenants and Residents Association, we have not received any other responses to our proposal.

## Section E – Education plan: part 1

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

<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	60	60	60	60	60	60	60
Reception	60	60	60	60	60	60	60
Year 1	0	60	60	60	60	60	60
Year 2	0	0	60	60	60	60	60
Year 3	0	0	0	60	60	60	60
Year 4	0	0	0	0	60	60	60
Year 5	0	0	0	0	0	60	60
Year 6	0	0	0	0	0	0	60
Year 7	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0
Year 9	0	0	0	0	0	0	0
Year 10	0	0	0	0	0	0	0
Year 11	0	0	0	0	0	0	0
Year 12	0	0	0	0	0	0	0
Year 13	0	0	0	0	0	0	0
<b>Totals</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>	<b>480</b>

## Section E – Education plan: part 2

### E1 – Curriculum plan

Table E1			
Subject/activity	Hours per week	Compulsory Voluntary	Comments
English	7	7 C 0.5 V	Core Subject - including reading, writing, phonics and other English applied activities
Mathematics	6	6 C 0.5 V	Core subject – equivalent to one hour and twenty minutes per day
Topic/Foundation Subjects	6	6 C 2.5 V	Encompassing Art, Geography, History, Music, Design & Technology, outdoors (as part of the enrichment offer).
Computing	1	1 C	This can be delivered discretely or woven through the relevant subject areas.
Physical Education	2	2 V 2C	Equivalent to 2 per week and the also to provide the 'Active Mile' session daily.
Science	2	2C	Core Subject – this is discrete or woven through the topic/theme.
Religious Education	2	2C	Including SMSC foci and Daily Act of Worship/Assemblies/Festivals.
PSHE	1	1 C 0.5 V	Including aspects of SMSC and this also encompasses Careers & Employability.

<b>Length of school day</b> , including any enrichment time.	<p>The Free School would operate from 8.40am to 3.00pm.</p> <p>Total teaching time per day would be 5 hours, 25 minutes. This makes up a total of 27 hours allocated for teaching and learning.</p> <p>Enrichment time per day would be 1 hour, 10 minutes (made up of start of day activities from doors opening at 8.30am and after school provisions ranging across the sports, Careers &amp; Employability and arts for approx. one hour).</p>
--	--

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

The Greenwood Academies Trust (GAT) has high expectations and would wish every primary learner to be educated in an 'Outstanding' academy. Our culture seeks to support and guide, to develop capacity and sustainability, and to foster an effective, collaborative approach to academy improvement.

With 23 primary academies in areas of social and economic deprivation, the Greenwood Academies Trust is a powerful force for change. We want to give every child the chance to succeed, whatever the barriers, and we are committed to innovation and best practice in everything we do.

We are first and foremost committed in our work to ensuring the highest standards of learning and teaching and supporting the development of outstanding leadership in all our academies.

The primary pupil population across the Trust includes a significant number of children in receipt of free school meals, much higher than the rate found nationally. This means that the Trust have an extensive knowledge of accelerating the rate of pupil progress amongst this group of learners. Results in 2018, across EYFS, KS1 Phonic and Key Stages 1 and 2 indicate that disadvantaged pupils perform well across the Trust.

The primary academies in the Trust have an increasing number of children with EAL, particularly in the large urban conurbations of Nottingham. Having such high levels of EAL learners have enabled the Trust to develop strategies to engage and accelerate the progress of this group of learners. The closest academy to the proposed Free School is Nottingham Academy, where pupils make above average rates of progress and attain above the national average for attainment across all primary measures.

It is anticipated that the children who will attend the proposed Free School will be of a similar demographic to the children attending the Nottingham Primary Academy. Therefore the curriculum currently delivered at the aforementioned academy will form the basis for the proposed Free School.

There is a relentless focus on the needs of the GAT pupil. We believe passionately that every GAT child must have a Good Teacher. Rather than a top down approach, where teachers alter their teaching methods in order to please a prescribed GAT curriculum model or pedagogical approach each academy needs to ensure that the teachers work first and foremost to meet the needs of the individual pupils. It is anticipated that the proposed Free School would work very closely with the Nottingham Primary Academy.

The Free School will benefit from GAT's existing and expansive Enrichment programme. This brings together five key elements: Careers and Employability, Extended Opportunities, Sport, Creative and Performing Arts, and the Student Awards Scheme.

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

The overall aim of the Enrichment programme is to provide all of our young people with experiences and opportunities beyond the classroom that will enhance their academic qualifications and enable them to lead fulfilling and successful lives. Our Careers and Employability provision sits at the heart of the overall Enrichment programme and provides pupils with regular and structured contact with the world of work through formal business partnerships, employer talks, inspirational employer activities, interview skills days, industry visits, work experience, careers fairs, college and university visits, and links with apprenticeship providers.

The Extended Opportunities programme at the Free School will enhance the curriculum and encourage the development of leadership, confidence, ambition and resilience amongst all the pupils that will allow them to reach their full potential and ensure that they are fully competitive in the work place. The GAT Sport Strategy will provide positive experiences of sport and physical activity in the Free School and encourage a lifetime of active participation amongst all the pupils and staff.

Similarly, our Creative and Performing Arts programme will support the Free School's curriculum and provide a wide range of additional activities including festivals that will offer further opportunities for personal development. Finally, the GAT Student Awards Scheme will complement the pupils' academic achievements and provide reward and recognition for those who have excelled outside the classroom.

There are robust controls across the Trust to ensure strong financial management of the academies. There is a trust-wide primary model of staffing and budget setting. This is monitored by a Regional Finance Manager who works with the Principal to ensure that strong financial management of the budget exists. The Regional Finance Manager is lined managed by the Trust's Finance Director. Monthly outturn reports are created and analysed, this process is overseen by the CEO and the Finance Committee of the Trust Board. In addition, there is a strong internal audit function within the Trust. Each academy is audited on a regular cycle and the findings are reported to all committees of the Trust Board and the Trust Board itself. This arrangement would exist for the proposed Free School.

### **Early Years (EY) Provision**

#### **Curriculum:**

This EY provision will offer the opportunity for all children to access challenging, problem solving and open ended outdoor provision. This provision will support and extend all the aspects of the areas of learning, communication and language, and physical (moving and handling), to support gross motor development and well-being; alongside fine motor development which links directly to writing skills. Levels of speaking and writing are low both locally and nationally, and our provision would allow for a more rigorous support and monitoring of progress made by all of the children

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

starting in F1 and into F2.

We would ensure the implementation of rigorous daily routines consisting of Phonics & Maths direct teaching sessions, where the children will be taught the explicit key skills, practice these skills and then have the opportunity to apply them independently. This will support the children to be ready for their transition into F2 as they will be familiar with the expectations and will have had consistent exposure to their age appropriate curriculum.

We would ensure a planned and purposeful balance between direct teaching sessions and challenging child initiated learning opportunities, offered in a thematic and immersive curriculum within which children can make meaningful connections in their learning.

There would be both a story/language rich curriculum and a learning environment, where all the different learners are motivated and engaged. The child's voice would be a key part of informing the planning of next steps. Children would be encouraged to reflect on their previous learning. Displays would be used as teaching tools which show the learning journey that that the children have experienced.

The language rich curriculum and learning environment outlined above, supports the engagement, understanding and progress of EAL learners, and also facilitates the different individual learning styles of young children.

Work evidence would be collated through a range of ways, and this would be monitored to ensure that it includes a wide range of evidence across all the different aspects, and also includes individual, child initiated learning.

Enrichment opportunities would be a core part of the EY curriculum provision, through both external trips and visitors into school.

EY team with a shared vision for both F1 & F2, which will support the relevant CPD to ensure that all staff have up to date training in international, national and local initiatives.

Parents

Early links with parents, as children will attend EY for 3 years with F1 provision rather than just for F2. This will encourage parental engagement but also support the understanding of how to extend young children's learning at home for a longer period of time. There will be termly workshops to support parents in a range of curriculum areas, such as Phonics, Maths and Reading, and leaflets to go home to support this.

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

Home school projects also support the introduction of a new theme/topic, and offer further opportunities to extend language at home.

Early links with external agencies and identification of children with SEND as well as support for parents needing signposting and advice from an experienced SENDCO.

### Assessments

Use of rigorous assessment and monitoring systems will monitor progress along regular timelines and support the transition between F1 & F2. These tracking systems will ensure that the evidence is collated over a longer time period, and supports the staff's knowledge of the individual children, including those with Pupil Premium funding. Children who require interventions will be quickly identified to ensure that they are on track to achieve at least ARE by the end of F1, the GLD by the end of F2. Those children who may be working towards exceeding in any of the aspects, will be identified and further challenged.

Regular moderation meetings, internally and externally, will ensure that the judgements made are confirmed and consistent.

There would be a monitoring cycle which will ensure that the work scrutiny supports both consistency and high expectations across a range of work evidence.

There will be a smooth and effective transition plan from F1 into F2, with use of similar routines and systems, involving the staff's knowledge of the children and their families.

### GAT

The links with a local GAT Academy with F1 provision would further support the CPD opportunities for all EY staff.

The CPD opportunities through the Greenwood Learning Alliance would also extend the knowledge and understanding of the EY team, through regional EY network meetings, moderation meetings, disseminating effective practice through signposting, and the opportunity to attend the GAT annual Early Years Conference.

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

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

The Greenwood Academies Trust (GAT) has a successful track record of improving standards across the primary estate by ensuring high quality leadership which impacts on the quality of education. The latest Trust performance indicators for primary indicate all measures are at least in line with national average or exceed national average for attainment and progress.

As in all GAT Academies, there will be a major focus on the teaching of literacy and numeracy to ensure pupils become good communicators, enjoy reading, understand text, manage time and money and can access the wider curriculum.

The proposed Free School in Nottingham will set challenging targets and will be creative in its approach to learning through a purposeful and relevant curriculum focusing on local need. The current Trust-wide model of target setting, joint moderation and Trust led support will be at the heart of the development of the new Free School.

Targets are set by individual Principals, reviewed by Senior Education Advisers, approved by the Education Director and receive final approval by the CEO and Standards Committee of the full Trust Board. This rigorous approach to setting challenging targets has resulted in primary outcomes at KS2 across the Trust rising for the last two years by at least twice the national average. Attainment at GLD and KS1 phonics screen across the Trust is at national average with Y1 phonics screen above national average. A considerable achievement given the challenging socio-economic areas in which GAT operates.

Much of the measuring of pupil performance and setting challenging targets is carried out by the work of the Senior Education Advisers. The SEA is accountable for:

- Securing sustained improvements in identified academies or regions
- Shaping and driving the Trust's strategic objectives at a senior level
- Leading and supporting quality assurance procedures across the primary estate
- Planning, developing and leading CPD through the GLA
- Analysing academy performance, diagnosing issues, brokering support, maintaining impact and building outstanding leadership capacity across the Trust
- Providing rigorous and regular challenge and crucially support to academy leadership teams.

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

All primary academies across the Trust undertake, with their Senior Education Adviser, an Academy Performance Review early in the Autumn term which analyses the performance outcomes, measuring them against expectations, predictions and benchmarks. This detailed review is repeated at the beginning of the Spring and Summer terms.

All primary academies across the Trust make appropriate use of data to inform teaching and drive progression and attainment for all pupils. There is a Trust-wide assessment system which is driven by SIMs (management information system). Termly updates of pupil progress is analysed by the Senior Education Advisers, the Education Director for Primary, the Chief Executive and the Standards Committee of the Trust Board.

The attainment and progress of different groups of children, including disadvantaged pupils, is regularly analysed. The approaches to teaching different groups of children are discussed in the termly performance review and then shared with the Education Director, CEO and Standards Committee of the Trust Board. In addition, the CEO visits each academy in the Trust following the termly performance review to triangulate the information provided.

The termly Performance Review and SEF contribute to the performance rating of each academy. This rating considers important indicators such as:

### **Leadership and Management**

Previous Ofsted grade / current GAT QA review / current SEF / leadership

### **Teaching, Learning & Assessment**

Quality of teaching and learning, quality of pupils' work / assessment

### **Behaviour, Safety & Welfare**

Behaviour and attitudes / attendance / exclusions / health & safety

### **Outcomes**

Pupil performance / national benchmarks

An in depth collation and consideration of evidence enables a "best fit" academy rating of:

- High performance / system leader
- Good academy
- Moderate concerns/requires improvement

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

- Underperforming / requires additional support and capacity

It is important to note these ratings do not relate to Ofsted gradings, but rather standards, strengths and areas for improvement.

Most crucially, the GAT Academy Performance Ratings are based on GAT's dynamic QA process where Amber and Red academies receive additional support from the Trust or partner academies.

The closest academy to the proposed Free School is Nottingham Primary Academy, which has been rated as a system leader academy and will provide bespoke support to the proposed Free School, both during the set-up of the Free School and when it is open.

The proposed Free School will have a highly defined set of structures and systems that produce a well-managed organisation.

The proposed Free School's partnership with other primary schools, particularly with the successful Nottingham Primary Academy, will provide considerable opportunities for research and enquiry into high quality education through effective CPD. This will be enhanced by the GAT Learning Alliance providing opportunities to train new teachers and senior leaders.

The quality of education, both in the Free School and in the local area, will be enhanced by establishing clear and consistent approaches to teaching so that all members of staff are aware of the standards expected. The impact of teaching and learning will be consistently monitored and evaluated by senior leaders to ensure high quality practice and that the highest of standards are developed and maintained. Consistency of practice across the Free School will be essential and this will be driven by the ambition of its leaders. The process of self-evaluation, including data analysis, will be embedded to ensure the Free School can determine its priorities for development planning.

A variety of teaching methods will be used across the Free School to meet the individual needs of the pupils. There will be a consistency of approach to setting high standards within each lesson which will be shared with pupils. The purpose of the lesson will be made clear to pupils and prior learning will be clarified and linked to new learning.

Within each lesson, teachers will use a clear introduction to 'hook' pupils' interest and there will be direct teaching which will include demonstration and exemplars of expected outcomes of successful work. There will be a good balance between direct teaching and opportunities for pupils' independent activities.

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

A range of teaching styles and intervention strategies will be used to cater for visual, auditory and kinaesthetic learners. Information and communication technology will be used both as a tool and to inspire learning.

Learning will be broken down into appropriate steps and next steps will be introduced promptly to secure appropriate levels of progress within the lesson.

Open ended questioning will be used to aid assessment and target setting, frequently to explore and extend understanding and to identify and correct any misunderstandings. Assessment of progress and self-assessment will take place within the lesson. Effective oral and written feedback to pupils, which is both purposeful and constructive, will be provided and pupils will be given the opportunity to act on the guidance given. An essential element of the teaching methods used will be that pupils are able to reflect on their own learning and individual targets, knowing how well they are doing and understanding how to improve their work and make progress.

The proposed Free School will operate on the basis of mutual respect for all people will be at the core of our work with positive behaviour praised and any undesirable behaviour challenged and dealt with immediately. The current values of the Nottingham Primary Academy are Respect Yourself, Respect Others and Respect our environment and community will be adopted by the proposed Free School.

The proposed Free School will provide a clear policy and an expectation of high standards which will be conveyed to all members of the school community. Appropriate behaviour will be achieved through attention to detail and a strong positive ethos that will be modelled by all staff. The monitoring of behaviour will be rigorous, detailed and will result in swift actions taken, if necessary, involving parents.

There will be a high senior leadership presence around the academy to provide a sense of security for all pupils. Peer mediation through training will also be a feature. Pupils will be provided with the information they need to keep themselves safe from bullying. They will also be taught how to develop self-confidence and positive relationships.

Pupils' behaviour in the Nottingham Primary Academy was described as 'Outstanding' by Ofsted.

Good attendance is at the core of a successful academy. A range of effective strategies to ensure a high level of attendance will be implemented. These strategies are already in place at other academies within the Greenwood Academies Trust. Strategies will include working closely with the Local Authority, parents/carers and other external agencies who may be involved with individual pupils, especially those at risk.

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

In terms of engagement with parents and carers, the proposed Free School will provide regular formal and informal opportunities to engage with staff to support children's education and also to report in progress. In addition to the regular pupil progress meetings held with teachers each term, there will be access to the class teacher at the start and end of the school day. Appointments with teachers will always be available outside of these meetings. The proposed Free School will follow the Trust policy on formally reporting to parents in a written report once a year.

## E3 – Staffing

### E3 – Staffing

Greenwood Academies Trust (GAT) always seeks to appoint teachers who are inspirational, highly professional and self-reflective. The quality of Teaching and Learning is the key to building an aspirational, sustainable community. Appropriate planning for pupils' individual needs, a context designed to accommodate specific difficulties and promote progress, along with a well-designed built environment, are all key factors but secondary to the appointment of skilled, experienced leaders and teachers who work together as a team to shape the learning context.

We expect children to be enthusiastic about their learning, excited by their progress and aspirational about the future regardless of their starting points. All staff play an integral part in engendering these conditions for success, which is underpinned by the Trust's Vision "to inspire and to ensure every pupil thrives, makes excellent progress and succeeds". Supported by our core values of HOPE:

**H** – Healthy (in its broadest sense including environment, physical and mental well-being)

**O** – Opportunities

**P** – Principled

**E** – Empowered

The Trust prides itself on being an inclusive organisation that embraces and celebrates diversity by effectively educating all children and young people in the communities it serves. This inclusivity also extends to the Trust's staff - every individual employee is valued and has a sense of belonging. See comment below from Ofsted:

*'The Trust Board and Chief Executive Officer have provided the Principal with significant challenge and support to ensure the quality of teaching and learning has improved. They demonstrate a strong commitment to the pupils. Their ambition to provide pupils with an aspirational education is realised in the school's curriculum and relationships between staff and pupils.'*

*Queensmead Primary Academy, July 2018.*

### Staffing Structure

The following table identifies the phasing of recruitment to the posts contained in the organogram at Appendix 6. The phasing reflects the growth in numbers anticipated as new year groups join the Free School.

## E3 – Staffing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Deputy			1.0	1.0	1.0	1.0	1.0	1.0
SENCO			0.2	0.2	0.2	0.2	0.2	0.2
Class Teacher - R	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Class Teacher - R	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Class Teacher - 1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Class Teacher - 1		1.0	1.0	1.0	1.0	1.0	1.0	1.0
Class Teacher - 2			1.0	1.0	1.0	1.0	1.0	1.0
Class Teacher - 2			1.0	1.0	1.0	1.0	1.0	1.0
Class Teacher - 3				1.0	1.0	1.0	1.0	1.0
Class Teacher - 3				1.0	1.0	1.0	1.0	1.0
Class Teacher - 4					1.0	1.0	1.0	1.0
Class Teacher - 4					1.0	1.0	1.0	1.0
Class Teacher - 5						1.0	1.0	1.0
Class Teacher - 5						1.0	1.0	1.0
Class Teacher - 6							1.0	1.0
Class Teacher - 6							1.0	1.0
Learning Ass - R	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Learning Mentor - R	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Learning Ass - 1		0.7	0.7	0.7	0.7	0.7	0.7	0.7
Learning Mentor - 1		0.7	0.7	0.7	0.7	0.7	0.7	0.7
Learning Ass - 2			0.7	0.7	0.7	0.7	0.7	0.7
Learning Mentor - 2			0.7	0.7	0.7	0.7	0.7	0.7
Learning Ass - 3				0.7	0.7	0.7	0.7	0.7
Learning Mentor - 3				0.7	0.7	0.7	0.7	0.7
Learning Ass - 4					0.7	0.7	0.7	0.7
Learning Mentor - 4					0.7	0.7	0.7	0.7
Learning Ass - 5						0.7	0.7	0.7
Learning Mentor - 5						0.7	0.7	0.7
Learning Ass - 6							0.7	0.7
Learning Mentor - 6							0.7	0.7
Admin / Reception	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
Admin / Reception		0.5	0.5	0.5	0.5	0.5	0.5	0.5
Caretaker	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Middy Supervisor	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

### E3 – Staffing

Midday Supervisor	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Midday Supervisor		0.1	0.1	0.1	0.1	0.1	0.1	0.1
Midday Supervisor		0.1	0.1	0.1	0.1	0.1	0.1	0.1
Midday Supervisor			0.1	0.1	0.1	0.1	0.1	0.1
Midday Supervisor			0.1	0.1	0.1	0.1	0.1	0.1
Midday Supervisor				0.1	0.1	0.1	0.1	0.1
Midday Supervisor				0.1	0.1	0.1	0.1	0.1
Midday Supervisor					0.1	0.1	0.1	0.1
Midday Supervisor					0.1	0.1	0.1	0.1
Midday Supervisor						0.1	0.1	0.1
Midday Supervisor							0.1	0.1
Midday Supervisor							0.1	0.1

Before & After School	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Before & After School	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Before & After School	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Before & After School	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Before & After School			0.2	0.2	0.2	0.2	0.2	0.2
Before & After School			0.2	0.2	0.2	0.2	0.2	0.2
Before & After School			0.2	0.2	0.2	0.2	0.2	0.2
Before & After School			0.2	0.2	0.2	0.2	0.2	0.2
Before & After School						0.2	0.2	0.2
Before & After School						0.2	0.2	0.2
Before & After School						0.2	0.2	0.2
Before & After School						0.2	0.2	0.2

Please find attached an organisation chart which demonstrates the staffing structure once full. See Appendix 6.

### Recruitment

#### Talent Pipeline

The Trust continues to run the School Direct programme as a Lead School in partnership with Universities and training providers local to our academies (Nottingham Trent University, University of Nottingham, Bishop Grosseteste University and The Cambridge Partnership) now going into our sixth year.

### **E3 – Staffing**

This proves to be an effective method of creating a pipeline of qualified teaching staff. With over 100 teachers awarded QTS through this route, we have maintained a 100% employment rate into teaching for those who completed the course.

The Trust also continues to work with Teach First, developing a 'priority' relationship whereby we are allocated trainees ahead of other schools. For 2017/18 we were allocated 18 trainees (7 for Primary, 9 for Secondary – 3 in Maths, 2 in Science, 2 in English, 2 in Geography) and worked in partnership to develop their first Corby-based Primary and Secondary cluster. To add some context, at the time of allocation, Teach First had only 4 Maths trainees for the whole of the East Midlands region, with 25 requests from schools. For 2019, we will be involved with Teach First's 'Reconnect with Teaching' pilot for returning teachers.

We have also explored alternative routes into teaching and have had success with Researchers in Schools, Straight to Teaching, Troops to Teachers, Assessment Only and QTLS. To date we have had 21 members of support staff gain QTS in this way. We are currently in discussion with the DfE regarding their Return to Teaching programme and will be working with the Future Scholars programme to recruit and train Maths and Physics teachers.

Over the last three years, the Trust's turnover rate has been stable and below national figures, we believe this can be attributed to the implementation of the Greenwood Learning Alliance which provides outstanding professional development opportunities, supported by a learning culture whereby conversations are about coaching and development to enable every staff member to thrive, make excellent progress and succeed. We work in partnership with Ambition School Leadership and as such we are able to offer the full NPQ suite – NPQML, NPQSL, NPQH and NPQEL and have proven track record of growing senior leaders within our organisation.

In addition, we have successfully utilised our Apprenticeship Levy and offered up-skilling opportunities for teaching staff to gain an MA or MEd, from September 2018, we have 20 people on the programme.

#### Action So Far

As a Trust we are constantly reviewing our recruitment methods and engage in initiatives to keep a high, yet positive, profile to attract and retain staff, we are currently engaging with Supply Register (with the aim to reduce the cost of agency supply in schools); TES (negotiating a package for all our academies thereby reducing overall costs); Researchers in Schools - a teacher training programme for people with PhDs in academies as trainee teachers in Maths/Physics – this has proved extremely successful with our secondary academies; Teaching Jobs Website (we took part in user research prior to the launch in Cambridgeshire).

### E3 – Staffing

We actively promote DfE programmes, for example Spain's Visiting Teachers programme, Teachers Student Loan Reimbursement Scheme, STEM International Teacher Recruitment.

We are also working with one of our ITT providers, The Cambridge Partnership, on a programme of intensive training for current teachers who require a second subject 'retraining opportunities for non-specialist teachers of EBacc subjects' we are now able to offer this Trust-wide, from September 2018.

We also consider the 'candidate journey' as being a major influence on our talent pipeline, prospective applicants are key ambassadors for the Trust and we believe in making the hiring process not only robust to ensure we appoint staff who meet our criteria but that the experience is also a learning opportunity for those involved.

#### Affordability

As a Trust, we carry out curriculum led financial planning exercises and have a 5 year plan cycle where pupil numbers and the income this generates are estimated, as are staffing and non-staffing costs on which projections are based. These plans are discussed at SLT with Trustees and are approved by the Trust Board following review by the Finance Committee, each stage being subject to rigorous scrutiny to ensure our staffing structures match the curriculum proposed and our financial plans for each academy within the Trust.

We are committed to following national terms and conditions and honour pay portability, this enables the Trust to remain competitive in relation to attracting staff. This is further enhanced through our People Strategy whereby we aim to maximise the contribution of our people through key themes which can be summarised as:

HR Theme	Vision
People Ethos	To develop a workplace approach to ensure our employees are committed and motivated to the Trust's organisation, strategic aims and values; fostering a consistent high performing culture, that is healthy, safe and developmental.
Talent Management	To attract and retain a talented and motivated workforce, to enable the Trust to grow, learn and thrive.

### E3 – Staffing

Well-being	To facilitate initiatives to continue to reduce sickness absence to ensure our talented and highly valued staff are healthy, happy and safe.
Equality	We will continuously improve equality, diversity and inclusion for our staff – focusing on flexible working and achieving National Diversity awards, eg Stonewall Diversity Champion.
Leadership	We will support the development of leaders and ensure our staff have the skills to carry out their roles now and in the future.

#### Fair Workload

Smithers and Robinson (2003), the most robust and comprehensive study on the reasons why teachers decide to leave the profession, identified five main factors: workload, new challenge, the school situation, personal circumstances and salary. Of these, workload was by far the most important reason cited, and salary the least.

Since September 2016, the Trust pledged its support to the Nottingham Education Improvement Board's Fair Workload Agreement. As such we:

- Ensure staff have a fair and reasonable workload;
- Provide high quality training and professional development opportunities through the Greenwood Learning Alliance that meet the needs of individual members of staff;
- Offer competitive and attractive pay and rewards packages; and
- Prohibit the use of 'probationary period type' contracts for qualified teachers in academies.

#### Summary

The above demonstrates that the Trust has a strong understanding of teacher recruitment and retention issues locally and nationally; what we have done to date to address and mitigate these issues within our academies and also our continued commitment to improve the teaching profession.

As such, recruitment and retention remains a key strategic priority for the Trust and is fully embedded into our People Strategy to ensure we allocate and maintain sufficient resources to continually review, monitor and adapt our talent management approaches to ensure we have the appropriate staff to deliver the curriculum effectively.

### **E3 – Staffing**

As a MAT, we look to build local hubs, thereby ensuring inter-academy support, for this project within the locality, we have an outstanding primary provision within Nottingham Academy, where existing staff would have the opportunity to apply for vacancies at the new school or indeed opportunities for secondment during the start-up phase.

It is our intention to ensure that the leadership for the nursery provision is led a qualified teacher. The Trust has experience of operating successful nursery provision within a number of academies. The proposed nursery within the Free School would follow the format, structure, ethos and values of our existing nursery provision.

#### **Recruitment Plan – for Principal Designate**

A Principal is required to be in place one term prior to the academy opening.

#### **Timeline**

##### **Plan A**

w/c 2 November 2020	Advert live
w/c 16 November 2020	Advert ends
	Shortlisting
	Invitations to interview sent and DfE Education Adviser
w/c 30 November 2020	Interviews

##### **Plan B – Contingency if Plan A does not succeed**

w/c 4 January 2021	Return from Christmas break. Advert live
w/c 21 January 2021	Advert ends
	Shortlisting
	Invitations to interview sent and DfE Education Adviser
w/c 28 January 2021	Interviews
	31 January deadline for resignation date

### **E3 – Staffing**

#### Plan C - Contingency if Plan A&B does not succeed

The Trust has capacity to second an experienced Principal if Plan A & B fails to ensure the academy opens and is fully staffed. The DfE Education Adviser will be involved in the selection of secondment candidates and any candidates put forward by agencies. Whilst round 3 of the campaign continues on the following timelines:

w/c 1 February 2021	Advert live
w/c 8 February 2021	Advert ends
	Shortlisting
	Invitations to interview sent and DfE Education Adviser
w/c 15 February 2021	Half Term (Nottingham)
w/c 22 February 2021	Interviews
	28 February Deadline for resignation date

*(Current Deputy/Assistant Principals wishing to apply can then resign before the end of February, alternatively we could attract Principal's wanting a September start and appropriate cover put in place).*

#### Involvement of the DfE Education Adviser

The DfE Education Adviser will be an observer (at least) for the formal interview. The tables above demonstrate the timelines of each plan which allows enough time between offer date and start date. Full involvement of the DfE Education Adviser will be encouraged throughout the process.

#### Expertise to be involved in the Recruitment Process

The advertising and co-ordination of the recruitment campaign will be carried out by a professionally qualified staff from the Trust's HR team who are experienced in Senior Post Holder recruitment across the 34 academies within the Trust. The shortlisting and interviews will be carried out by Educational and HR Specialists from the Trust. Key people would include:

Chief Executive

Education Director

Senior Director of HR

Senior Education Adviser

### E3 – Staffing

An HR Director will be included on the panel and will shortlist and interview to ensure an impartial opinion and equal opportunities are adhered to. All members of HR (and Senior Leaders) within the Trust are Safer Recruitment trained.

#### Salary

The Trust follows guidance from the School Teachers' Review Body and Statutory Teachers' Pay and Conditions Document.

#### Application Pack

The application pack for the campaign will include:

- A job description – which gives details of the job, its purpose and the main duties.
- A person specification - which gives details of the qualifications, experiences and competencies required for the role.
- Information on our organisation, the new Free School and job description referencing the Teachers' Standards.
- Advert – which will explain what role the Principal will play in setting up the new Free School. It will also give candidates information on how to find out more information, eg. arrange visits, as well as explaining how to apply.
- Application form.
- A phone number will also be available for any candidates who wish to request application packs via post.

#### Advertising

	Reach	Cost (approx.)	Notes
Eteach	754,000 registered candidates  Last year it advertised 45,000 education vacancies	██████████	Unlimited online job adverts for one year. Dedicated Microsite and talent pool. We could also utilise this account for any other recruitment throughout the year
Eteach - General Social Media campaign - ██████████ for 7 days	25,000 combined social media audience	██████████	

### E3 – Staffing

Guardian	250,000 registered users. 980,000 active job seekers a month	████████	Unlimited online job adverts for one year. Unlimited job match emails, two 10x3 colour print adverts
Local (Nottingham Post)		████████ per vacancy	10 x 2 in print adverts to appear twice in the Newspaper and a 14 day online listing plus job by email alerts
TES	3.3m registered members	Gold Listing ████████	Price per job
Schools Weekly	Readership of over 5,000 each week	████████	Half page advert circulated online and in print
Nottingham City Council		████████	One online advert
Future Leaders Website		FOC	
GAT and Academy Website plus all Nottinghamshire based Trust academy websites		FOC	The website will not only host the advert but will also give further information on the role, the Trust and how candidates can contact key people to discuss the post or book a visit.
Trust Twitter and Facebook accounts		FOC	
Linked In		████████	One online advert

### **E3 – Staffing**

#### Shortlisting Process

A shortlisting matrix will be completed by each member of the panel individually. They will then compare their shortlists to create a final shortlist for interview.

All shortlisted candidates will be invited to interview by a member of the Trust's HR Team. They will be required to bring along their Right to Work (RTW) and evidence qualifications to the interview and will be asked if any reasonable adjustments are required in order to comply with DDA.

#### Interview Process

The interview process will consist of:

Leadership styles online questionnaire	The leadership styles questionnaire provides a measure of the personality traits shown to be indicative of major leadership styles. This will identify the leadership styles of the candidates.
Tour of the Academy / similar GAT Academy	To get a feel of the Trust's ethos and values.
In-tray Exercise	To assess the candidates' ability to analyse data, prioritise and work well under pressure. The test will be hand written so the candidates' writing and standards of presentation can also be assessed.
Staff Panel – Created from a selection of support and teaching staff	To assess the candidates' team fit.
Pupil Panel (from an existing GAT academy)	To assess the candidates' ability to interact with the pupils
Presentation around "What is your vision for the Waterside Primary Academy and what will be your top three priorities for its first year?"	To assess the candidates' presentation and communication skills as well as giving them a chance to demonstrate their ability to fulfil the role.
Formal Interview	Interviews will be a two-way communication.  The interview process involves predicting how successfully the candidate would perform in the job by measuring them

**E3 – Staffing**

	<p>against the requirements of the person specification.</p> <p>Interviews will cover:</p> <ul style="list-style-type: none"> <li>• Why the applicant is applying for the post</li> <li>• All criteria outlined in the person specification that has not been conclusively assessed through testing or on the application form</li> <li>• Candidates should relate their experience, attitudes and abilities to the actual tasks of the job and the selection criteria</li> <li>• Candidates should also be asked to reflect on their insight into their personal strengths and weaknesses and how these will contribute to or impact the job</li> <li>• <b>Any gaps or inconsistencies in history and frequent changes of employment must be identified and an explanation sought.</b></li> </ul> <p>There should be some specific questions which are dedicated to safeguarding to help to assess the applicant’s suitability to work with children and vulnerable adults by finding out as much information about the following:</p> <p>The applicant’s background</p> <ul style="list-style-type: none"> <li>• Their motivation, character and temperament</li> <li>• Their attitudes, opinions and values.</li> </ul>
<p>A disqualification form</p>	<p>In accordance with the Department for Education (DfE) “Keeping Children Safe in Education”, September 2018 and subsequent supplementary advice; the Trust has a statutory duty to ensure all staff and volunteers who come into contact with or are involved in the management of children who have not obtained the age of 8 are not disqualified</p>

## E3 – Staffing

from doing so under the Childcare (Disqualification) Regulations 2009.

We will be asking all candidates who are invited to interview to complete a disclosure form as part of the interview process.

All members of the panel are required to make clear, concise notes and all candidates will be subject to exactly the same interview process.

### References

References will be requested for all candidates before interview, providing they have given permission on their application form.

The two reasons for doing this are:

- To validate employment dates and checks for gaps which we may wish to explore at interview.
- Check there have not been any substantiated safeguarding allegations made against that person.

References will also cover other details to explore the candidate's suitability for the role including any absence and attendance, however, only the points above will be considered before interview. References will be requested by the HR team and NOT a member of the panel to ensure this. Prior to interview a safeguarding and reference check form will be provided to the panel, it will highlight to them anything which may need exploring further at interview.

After appointment any outstanding references will be completed prior to the start date.

All offers of employment will be made subject to satisfactory background checks.

### Actions to mitigate a reduction to 70% of current income

The table below demonstrates the financial impact of a 30% reduction in income, and the Trust response to mitigate this. The 30% reduction in income has been added to our initial projections in order to create a revised net deficit.

The key mitigating factors are:

- A reduction in teaching staff and education support staff, as a result of mixing year groups to cater for the reduced pupil numbers
- Further reductions in staff posts:
  - Removal of Deputy and SENCO posts, responsibilities to be assumed by the Principal



## E4 – Integration and community cohesion

### E4 – Integration and community cohesion

Central to the vision of the development of the Waterside area of the city is to create a new and cohesive community. The design principles for the development support this vision, with a successful primary academy at the centre of the community being a key aspect of delivering the overall vision.

The proposed Free School will be welcoming to pupils of all faiths and none; it will be a community academy serving all of the children in the local community. Greenwood Academies Trust is highly inclusive, with a high number of pupils with individual needs attending mainstream academies, supported by the special academies within the Trust. Nethergate Academy, a 3-19 special school which was judged as 'Outstanding' in February 2018, will provide dedicated support to the proposed Free School.

Greenwood Academies Trust (GAT) has vast experience of working in diverse communities and places a great deal of emphasis on the role of the academy in developing a respectful and harmonious community. The nearest primary academy to the proposed Free School is the Nottingham Primary Academy; this successfully serves a community which is culturally diverse with many children with EAL. The policies and practices developed at the Nottingham Academy will be available to the proposed Free School to adapt and amend to reflect the differences in the diversity and make up of its pupils.

The admissions arrangements will include a catchment area that mirrors the environs of the new Waterside community (highlighted salmon in Appendix 1) with over-subscription criteria also including home proximity to the academy which will enable the academy to ease pressure on primary pupil places in the city.

The Safeguarding of children, young people and adults at the Trust is a high priority. The Trust has highly effective procedures and policies in place to ensure safeguarding is rigorous, robust and secure. There is a common electronically based approach to the recording of safeguarding incidents across the Trust.

The Trust has an overarching policy for Safeguarding with each individual academy adopting this into their own policy to reflect local need and circumstances. This work is carried out by each academy having an appointed DSL (Designated Safeguarding Lead) and overseen by the Trust's Safeguarding Director, Safeguarding Adviser and the Trustee with responsibility for Safeguarding. The CEO is responsible for ensuring safeguarding is effective across the organisation.

The Trust has very effective links with the Local Authorities it works with. Links with Nottingham City Local Authority are incredible strong with secure and robust mechanisms for sharing safeguarding information and practice.

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

At Greenwood Academies Trust, we believe in building a community of confident, responsible, caring, compassionate, respectful and highly motivated children who will grow up into strong and active members of society who are able to take their place in the world and go on to great and exciting things.

The proposed Free School's curriculum will be planned to support this, and enriched with a wealth of opportunities for pupils to learn and play together, to take part in a wide variety of cultural activities, and to mix with people of other ages, cultures and faiths in order to develop understanding and interest in the world. A very important aspect of the Free School's provision will be to ensure that pupils are encouraged to learn about different communities, differing faiths and backgrounds to customs, beliefs and ideas and respect each other's views. This will be at the heart of the curriculum and ethos of the proposed Free School, as described in this section.

SMSC (spiritual, moral, social and cultural development) will be sometimes taught discretely, and sometimes through other subjects. It will be interwoven with the drive to promote positive relationships with all people, to ensure that extremism and radicalisation is addressed early in order to meet our prevent duty. Each year the proposed Free School would take part in a range of activities such as Diwali, Holocaust Memorial Day, Chinese New Year and Remembrance Day to develop the children's appreciation of other peoples and faiths.

The core principles underpinning SMSC and British values across the Greenwood Academies Trust is that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for others, their own and other cultures, and the environment.

The proposed Free School's curriculum will Identify key values and principles on which school and community life is based, placing an emphasis upon:

- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community, for example, through assemblies, team building activities, residential experiences, school productions

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

- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- An ability to reflect on important questions of meaning and identity
- An understanding of cultural diversity
- An understanding of British culture has been shaped
- An understanding that cultures can change over time
- A regard for achievement in different cultures
- An awareness of how their life has been/can be enriched through cultural experiences
- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Emphasising cultural achievements through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Providing opportunities for children to learn about global cultures
- Building an awareness of the historical elements that have built British culture
- Building an awareness of the diversity of British culture and the richness this brings.

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

The Free School will play a significant role in developing and supporting the community through the extended services we would offer. These will focus on removing barriers to learning, developing prosperity, health and well-being for families, as well as supporting economic growth within the area.

It is envisaged that the Free School will be a hub of the community providing a range of support, opportunities and information that would reflect the ethnic make-up of the academy.

With regard to removing barriers to learning and enhancing health and well-being, the Free School will work to draw services together. For example, links with a range of health professionals including a drop-in school nurse service based at the Free School for parents to access. The Free School would also work with the voluntary sector which has much to offer, for example 'relate-2-you' and 'Think Children' play therapy.

Focusing on economic growth and success, the Free School would offer breakfast and after school child care provision in order to support families who are working. In addition, the Free School would seek to deliver a number of adult courses. These vocational and non-vocational courses would assist members of the wider community in finding employment and, in turn, provide family prosperity and security. The courses might include an NVQ Teaching Assistant course, computing skills and ESOL.

'Family Learning' provides parents with a way to find out about their child's education and how to help with their learning. These events focus on literacy and numeracy as well as creative themes in the Free School. In addition, the Free School would provide informal opportunities for parents to meet together on a regular basis.

## Section F – Capacity and capability

### F1 – A strong track record

#### F1 – A strong track record

##### The Trust and its academies

Greenwood Academies Trust (GAT) currently has 34 open academies educating approximately 17,000 pupils across seven local authority areas including Nottingham City, Nottinghamshire, Leicester City, Northamptonshire, Peterborough, Lincolnshire and Central Bedfordshire.

The Trust was formed in 2009 by the Governing Body of the ‘Outstanding’ Greenwood Dale School in Nottingham.

As well as having converted 28 schools to academy status, we have successfully opened six brand new provision schools (three were Free School) these included three Primary Schools (Corby Primary Academy, Rushden Primary Academy, Beacon Primary Academy), two new Special Schools (Purple Oaks Academy, City of Peterborough Academy Special School) and a Secondary School (City of Peterborough Academy Special School).

We pride ourselves on engaging with the local community, our pupils and business partners to ensure a new Free School can deliver the expectations of their key stakeholders. We are experienced in delivering high quality school buildings and successfully opening new schools, which is consistently recognised by Ofsted. As well as the full school improvement we provide, our Central Education Team offers outstanding levels of support and service, including HR, Finance, IT and Operations, which incorporates estates management, H&S, catering, project management, risk management, procurement and marketing and communications.

Three academies are have been rated ‘Outstanding’, 22 are rated ‘Good’, 1 moved from ‘Special Measures’ to RI, 2 RI, 2 inadequate, 4 not yet been inspected due to not being with the Trust for very long. 95% of primary academies are rated as either ‘Good’ or ‘Outstanding’. See the full list below:

## F1 – A strong track record

Region	Academy & Date of latest Inspection and Rating	Academy & Date of latest Inspection and Rating	Academy & Date of latest Inspection and Rating
	Primary	Secondary	Special School
<u>Lincolnshire</u>	<b>Beacon Primary Academy 2.11.16</b> Good	<b>Skegness Academy 17.04.18</b> Inadequate	
	<b>Ingoldmells Academy 08.3.18</b> Good		
	<b>Mablethorpe Primary Academy 27.2.18</b> Good		
	<b>Skegness Infant Academy 7.10.14</b> Good		
	<b>Skegness Junior Academy 27.3.18</b> Good		
<u>Nottinghamshire</u>	<b>Mansfield Primary Academy 7.3.18</b> Good	<b>Nottingham Academy 10.10.15</b> Good	<b>Nethergate Academy 28.2.18</b> Outstanding
	<b>Skegby Junior Academy 14.5.15</b> Good	<b>Nottingham Girls' Academy 03.10.16</b> Good	
<u>Leicestershire</u>	<b>Queensmead Primary Academy 3.7.18</b> Good		
<u>Northamptonshire</u>	<b>Corby Primary Academy 2.7.15</b>	<b>Kingswood Secondary</b>	

## F1 – A strong track record

	Outstanding	<b>Academy 2.11.16</b> Requires improvement	
	<b>Danesholme Infant Academy</b> Only joined the Trust on 1/9/16	<b>Weston Favell Academy 9.5.18</b> Requires Improvement	
	<b>Danesholme Junior Academy 15.5.18</b> Good		
	<b>Green Oaks Primary Academy 31.10.18</b> Good		
	<b>Hazel Leys Academy 5.6.18</b> Good		
	<b>Kingswood Primary Academy 10.2.15</b> Good		
	<b>Purple Oaks Academy</b> N/A		
	<b>Rushden Primary Academy 14.6.18</b> Good		
	<b>Studfall Infant Academy</b> Only joined the Trust 1/6/18		
	<b>Studfall Junior Academy</b> Only joined the Trust 1/6/18		

## F1 – A strong track record

	<b>Sunnyside Primary Academy 2.10.18</b> Good		
	<b>Woodvale Primary Academy 9.10.18</b> Good		
<b><u>Bedfordshire</u></b>	<b>Houghton Regis Academy 06.5.17</b> Requires Improvement		
<b><u>Cambridgeshire</u></b>	<b>Bishop Creighton Academy 6.2.18</b> Good	<b>City of Peterborough Academy 21.4.15</b> Outstanding	<b>City of Peterborough Academy Special School 14.9.17</b> Good
	<b>Dogsthorpe Academy 14.6.17</b> Good	<b>Stanground Academy 04.4.17</b> Good	
	<b>Newark Hill Academy 7.2.17</b> Good		
	<b>Welland Academy 14.7.15</b> Good		

### **Our track record for improving outcomes for disadvantaged pupils**

With 24 primary academies in areas of social and economic disadvantage, the Greenwood Academies Trust has a strong proven track record for improving outcomes for disadvantaged pupils. Over 60% of our learners across the Trust receive Pupil Premium and consequently we are confident in using this funding to raise the attainment of disadvantaged pupils and diminish the difference between them, their peers and all learners nationally.

## **F1 – A strong track record**

Regular CPD for academy leaders, teachers and support staff is provided to ensure all GAT staff are clear about their responsibility for the progress of these pupils. This collective responsibility and accountability is evidenced as effective through our Ofsted reports and other external validation. A number of our Senior Education Team are nationally trained Pupil Premium assessors and advisers. Our outcomes at all Key Stages demonstrate a significant diminishment of difference between non Pupil Premium and Pupil Premium learners.

### **Opening brand new academies**

The Trust has worked with a number of local authorities, contractors and the ESFA to open brand new academies in several locations. We pride ourselves on engaging with the local community, our pupils and business partners to achieve excellent results, with facilities that provide high quality learning environments. The high standards and outcomes in our new build academies are recognised by Ofsted inspectors and are supported by our results. In fact, all our brand new academies have been rated 'Good' or 'Outstanding' in their first inspections.

We have worked very closely with the Project Team at ESFA recently on opening and building a Special Free School in September 2017 (Purple Oaks Academy, Northampton), which included Neil Stamps and Mike Cross and we believe we developed a fantastic working relationship with them, Gleeds (the appointed technical advisors) and the contractors.

### **Testimonials**

*'Gleeds would like to express our appreciation to the Trust and School for working with us in a collaborative manner which made the process easier to manage. As technical advisors on the new Purple Oaks school we are delighted with the results and hope the new buildings will be a positive learning environment for all. A construction project is about more than bricks and mortar, it is a team effort that would not have been possible without the commitment and passion of all those involved from the Greenwood Academies Trust and Purple Oaks Academy, along with their insight into insuring the facilities met the needs of the students. We hope to learn and grow from every project and would relish the opportunity to work with you again in the future. Rachel Lines, Associate Director, Gleeds Management Services Ltd.*

*"The vision of the Greenwood Academies Trust was to enhance the potential Purple Oaks Academy has to make a difference to the local community. The success of this project was only possible through the collaborative approach adopted by the Trust. By fostering a partnering relationship from the outset, we have produced one of the most successful ESFA Framework projects and I hope we get the opportunity to work together again on future projects." Ian Dalby, Contracts Manager - G F Tomlinson.*

## **F1 – A strong track record**

*“I have worked with Greenwood Academies Trust over a number of years on new Build Schools and refurbishments in Nottingham. I have enjoyed working with the GAT team who have always been passionate about getting the best teaching spaces and facilities for their pupils. Decisions that required making on the schemes have also been swiftly executed and always with budget in mind.” Paula Marritt – Faithfull & Gould.*

The same GAT team is available and resourced to deliver the Waterside Primary Academy.

Over the past 12 months GAT has received 16 inspections, one ‘Outstanding’, 14 ‘Good’, one ‘Requiring Improvement’.

Recent comments about the work of the Trust have been very positive:

*‘The school has been strengthened by its membership of the Greenwood Academies Trust. The Trust has established clear and thorough accountability systems, which have helped school leaders to secure much improvement since it opened as an academy.’*

*‘Leaders from the academy trust provide school leaders with significant support. Trust leaders have a clear understanding of the school’s priorities. They agree challenging termly targets with school leaders, leading to improvements in current pupils’ attainment and progress. Teachers value the opportunities to improve their professional practice through training provided by the trust.’*

*‘Governance is strong and provides a high level of support and challenge to school leaders. The trust has demonstrated high levels of commitment in the support it has provided to leaders to enable them to improve the quality of education at the school.’*

GAT has seen significant improvements from last year in every measure from EYFS to Post 16.

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

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











Director)			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
Geoff Slade (Health & Safety Manager)	[REDACTED]	Yes	<p>[REDACTED]</p>	<p>[REDACTED]</p>	Pre-opening: 2 hours
Principal Designate (once appointed)	[REDACTED]	Yes	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>		Pre-opening: Full-time

The Principal Designate has not yet been recruited. See section E3 for details about the planned recruitment.

CV's of all the above named staff are included in **Appendix 5**.

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

The Trust has significant experience of successfully opening new schools and has the full range of requisite skills, experience and capacity to successfully deliver this project.

The Trust have worked exceptionally well with various Local Authorities and the ESFA in developing and opening brand new schools. Not only does the Trust's significant experience of opening schools provide assurance that it would successfully open this Free School but its approach of establishing the Trust's ethos and setting high standards under-pinned by robust systems and processes ensure success from day one of the school opening.

The project will have access to a vast array of professional staff across 5 Core Directorates:

- Education
- Finance
- Operations, which include Health & Safety, Procurement, Estates Management, Catering, Marketing & Communications, Project Management, Risk Management
- Human Resources
- IT

A Project Team will be established, from our staff, which will cover all professional disciplines required to deliver the project. The Trust will ensure that they have external legal advisers, whether this be their current partner, Brownejacobson, who have extensive experience of delivering similar schemes, or whether it be the legal advisers allocated by the Department, which we have worked with on the previous Free School which opened in September 2017.

Form F2(a) provides details of the key staff that will lead on the pre-opening work.

There are many other professional staff not listed that will provide key input and support to the project. Other key areas which would be resourced from experienced Trust staff that have worked on numerous academy projects.

Such areas include:

- various education advice
- IT
- health and safety
- admissions
- governance

It should be noted that all of the core team identified for this project worked on the other Free Schools and new provision schools. Also, because of the similarities with this project many of the policies, procedures and practices can be imported to this project which will reduce the pre-opening capacity required to successfully deliver the project.

The Trust does not believe that there are any skills required as part of pre-opening that it does not have the capacity to provide into the project. External resources have not had to be brought in for other projects, many of which are similar to this one.

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

The project is identified in the Trust's growth plan which can be fully resourced from existing permanent Trust staff.

Also, as the new Free School would be in Nottingham, it would be very close to the Central Team offices and therefore can utilise all the local resources and staffing from this team and the local academies which would save on travel time.

The project will be managed under the principles of PRINCE 2.

**F2(b) – Skills gap analysis**

There has been no skill gap identified. The core team has all the necessary skills and experience to deliver this project.

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

**Please refer to Section E3 – Staffing.**

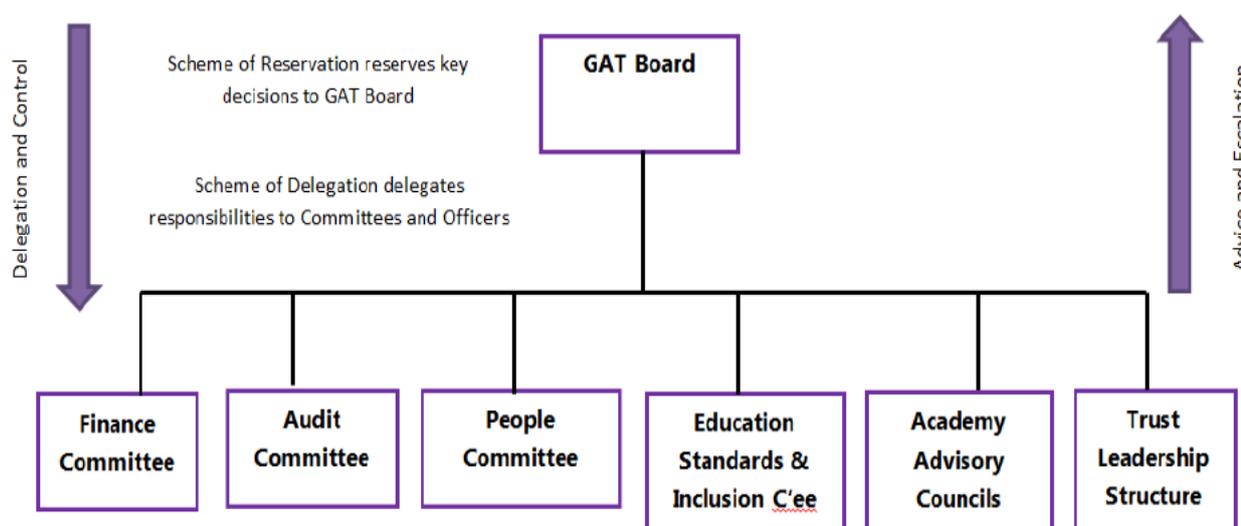
## F3 – An effective governance structure

### F3 – An effective governance structure

Since we are an existing MAT with a significant number of primary academies within our Trust, and with academies already within this Local Authority, we already have the required governance structures in place. The Free School will therefore adopt the scheme of delegation, policies and other procedures that currently exist within our MAT. The information below provides an overview of the governance arrangements in place in our Trust.

The Trust has established a clear organisational structure with identified lines of accountability and reporting for all its operations. This includes defining the responsibilities of the Trust Board and those responsibilities delegated to its committees and officers within the Trust. The diagram below sets out the governance structure of Greenwood Academies Trust (GAT) and its committees.

#### Trust Governance Structure



#### Scheme of Delegation

The responsibilities of the GAT Board and its committees are set out in the Trust's Scheme of Delegation. Decisions reserved for the Trust Board are set out in a Scheme of Reservation. The Trust Board has agreed Terms of Reference for each committee, which are summarised below. The different roles of Trustees and Company Officers are clearly laid out in the Scheme of Delegation to ensure that there is no room for doubt about where responsibilities rest. The Scheme makes it clear how methods of escalation happen between officers, committees and the Trust Board and on what matters committees are required to make recommendations or provide advice to the Board.

#### GAT Members

The Members of GAT are the subscribers to the Trust's Memorandum of Association. They have oversight of the governance arrangements of the Trust and have the power to appoint Trustees and remove these Trustees.

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

#### Trust Board

The Trust Board, which is mainly comprised of non-Executive Trustees, is responsible for the overall strategic direction of the Trust and holding the Executive Trustees to account for delivering agreed priorities.

Specific responsibilities include:

- priority setting and ratification of new projects
- holding the Executive to account for delivery of strategic objectives and the overall performance of the Trust and its academies through receiving regular performance data and analysis
- appointment, appraisal, discipline and dismissal of the Chief Executive and Deputy Chief Executive
- approval of the annual budget, Medium Term Financial Plans, the Trust's Business Plans and Risk Management Policy
- approval of the Trust's Annual Report and statutory accounts receiving the annual management letter and governance report of the External Auditor and agreement of proposed action
- continuous appraisal of the affairs of GAT, its academies and subsidiary companies
- consideration of the Trust's overall performance, including financial performance
- approval of significant management policies, including SEND and Safeguarding (incorporating PREVENT) and receiving assurance from the Executive that such policies are being implemented
- requiring and receiving the declaration of Board members' interests that may conflict with those of the Trust and determining the extent to which that member may remain involved with the matter under consideration and maintaining a register(s) of pecuniary interests for Board members, Academy Advisory Council representatives and staff.

The Trust Board meets at least 4 times annually. Ultimately the Trust Board holds each academy to account for its performance through the Chief Executive.

Present Trustees have a very broad range of backgrounds, professions and expertise. The Trust undertakes a skills audit and Trustees are kept up to date in order for them to be equipped to fulfil their role. There is periodic training on topical issues and Trustees have access to a private intranet to allow them to access a significant amount of training materials.

A pen portrait of GAT Trustees can be found on our website [www.greenwoodacademies.org](http://www.greenwoodacademies.org) within the section on [about\\_us/trust\\_governance/our\\_trustees\\_and\\_members](#).

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

#### Finance Committee

The main purpose of the Finance Committee is to assist the decision making of the Trust Board, by enabling more detailed consideration of the Trust's and individual academies' planning, control and monitoring of finances and resources. This includes making recommendations to the Trust Board in relation to annual budgets, Medium Term Financial Plans, financial policy, budget monitoring, etc. The Finance Committee meets termly.

#### Audit Committee

The Audit Committee provides independent advice and assurance to the Trust Board, primarily in relation to matters of probity, propriety and the effective stewardship of public funds. A key input to this committee is the Internal Assurance Team, which has a dual reporting line into the committee and the Executive. The annual Internal Assurance programme is a risk based programme which not only focuses on the key requirements set out in the Academies Financial Handbook but all key risk areas. The Audit Committee meets at least 3 times a year. Specific responsibilities of the Audit Committee include:

- considering the appointment of the external auditor, assessing their independence, and reviewing their management letter and management's response
- reviewing the internal assurance programme and individual reports including reports on the effectiveness of systems for internal financial control, financial reporting and risk management
- reviewing the Trust's procedures for handling allegations from whistleblowers and allegations of fraud, bribery and corruption
- reviewing and challenging the actions and judgements of management, in relation to the annual financial statements, before submission to the Trust Board
- reviewing the adequacy and effectiveness of the Trust's governance, risk management and internal control arrangements, as well as its arrangements for securing value for money.

#### Education Standards & Inclusion Committee

The Education Standards & Inclusion Committee provides assurance to the Trust Board in relation to education outcomes at the Trust's academies, meets termly, and its responsibilities include monitoring:

- the performance of individual academies, and the whole Trust, against agreed KPIs
- the quality of leadership in each academy to account for academic performance, quality of SEND provision, quality of teaching and learning, exclusions and pupil and staff attendance
- development plans and progress made against targets of any academy within the Trust that receives an Ofsted judgement that is less than 'good' or considered a risk
- any Ofsted or DfE inspection reports

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

- the effective use of SEND, Pupil and Sport Premium funding by the Trust as a whole and by academies individually
- pupil progress as a whole and academies individually
- how any changes to national legislation with regard to curriculum, examinations, SEND and reporting to parents may affect individual academies and the Trust as a whole.

#### People Committee

The People Committee considers the workforce-related aspects of the Trust, meets termly, and has responsibilities which include:

- receiving proposals regarding policies on performance and pay
- monitoring and evaluation of the performance of the Chief Executive
- advising on the strategic planning of the Trust's human asset.

#### Academy Advisory Councils

Each Academy within the Trust has an Academy Advisory Council (AAC) that provides oversight at a local level. The remit and terms of reference are established by the Trust Board. The AACs meet 3 times a year, and have responsibilities which include:

- providing feedback to the Principal on the appropriate day to day procedures of the academy
- considering and exploring the possibilities for work experience, work placements and other similar opportunities that would benefit pupils at the academy
- considering and exploring the extra-curricular activities and opportunities that may be of benefit to pupils at the academy and facilitate their delivery.

Membership of the AACs includes the Principal, members of staff, parents, and other members of the community. Membership details are included on the websites of individual academies.

#### Avoiding Conflicts of Interest

Very clear procedures are set out in the Trust's Financial Regulations to ensure conflicts of interests are avoided. All Trust Board members, AAC members, officers within the Central Team, Principals and all other officers with significant financial or spending powers are required to declare all business and financial interests they have in companies or individuals from whom the Trust, its Academies and subsidiary companies may purchase goods or services. Declarations and registers of interests include all business and pecuniary (monetary) interests; they also include interests of related persons.

Where an interest has been declared, financial regulations set out appropriate arrangements for decisions to be made that avoid any conflict of interest.

**F3 – An effective governance structure**

In any circumstances where related parties are employed by the Trust there are no line management responsibilities between the parties to avoid potential conflicts of interest, including any decisions in relation to pay.

We are not aware of any specific personal conflicts of interest with regard to the establishment of the new Free School. The Trust conflicts of interest policy will apply to the new Free School in the same way as it does to our existing academies. We don't anticipate any financial transactions to take place between the new Free School and our Trustees/Members (or the connected parties/businesses of our Trustees/Members).

## Section G – Financial viability

### **G1 – Additional commentary on financial viability**

The Trust recognises that it does not need to complete the financial template at this stage since it has previously opened a number of Free Schools. However we have completed our financial projections and in order to support this bid we have included a summary below.

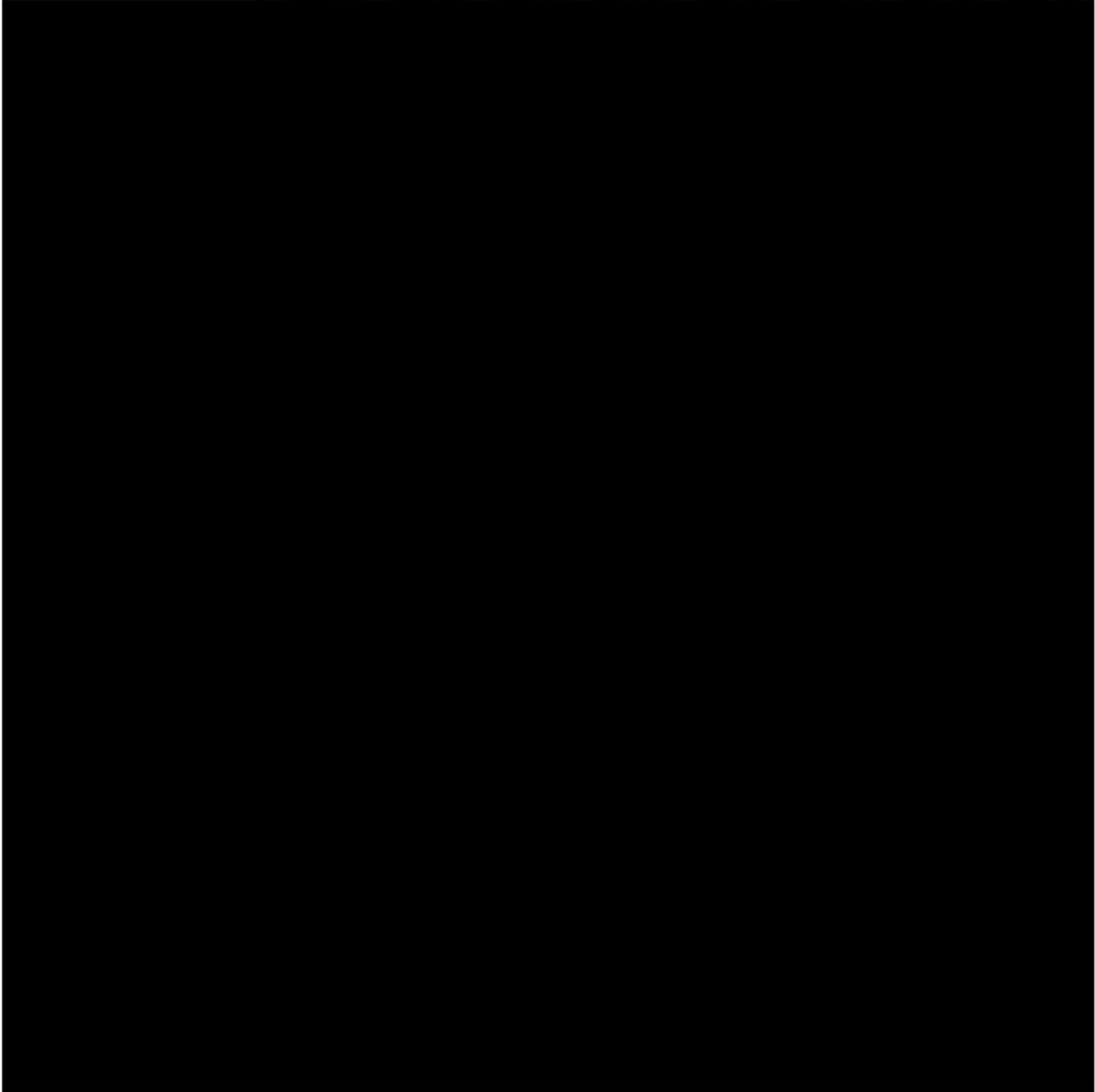
The projections are based on our draft staffing structure (as per Appendix 6) for the new Free School together with our estimates of non-staffing costs, for which we have drawn on our experience from other Free School bids and from the financial structures in our existing academies.

The impact of reducing income by 30% is described in section E3 and refers to the financial projections shown below.

We anticipate that the income from the nursery provision will cover all its running costs, so that the grant funding for the main school is not utilised in any way to support the nursery.

**G1 – Additional commentary on financial viability**

	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
--	---------	---------	---------	---------	---------	---------	---------	---------



## Section H – The proposed site (use Excel spreadsheet)

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

- Complete the Section H tab in the Excel spreadsheet; **Attached**

## Appendices

Appendix 1:	Plan of the Waterside development and other planned housing developments in the vicinity
Appendix 1 Annex A:	Overview of the development from Blueprint
Appendix 2:	Planned housing build out and pupil yield
Appendix 3:	Nottingham City Council's Childcare Sufficiency Assessment (Spring 2018)
Appendix 4:	Marketing and Engagement plan, including letters of support
Appendix 5:	CV's of the core team
Appendix 6:	Proposed staffing structure



## Nottingham Waterside/Trent Basin

### Synergies and Collaboration between Blueprint and Greenwood Academies Trust

#### Briefing Note

#### **Purpose of Note**

Greenwood Academies Trust are considering developing a new school within the Nottingham Waterside regeneration area adjacent to the Trent Basin development project which is being progressed by Blueprint.

This note explores potential areas for collaboration and synergy between Blueprint and the Free School.

#### **Background**

##### *Blueprint as developer*

Blueprint (<https://www.blueprintregeneration.com/>) is a Property Development Company but with a structure and purpose that is quite different from many other development companies.

The Company is a public private partnership between Nottingham City Council and Places for People Capital and is run by igloo Regeneration Ltd as development managers. The purpose of the vehicle is to deliver both financial returns and good social outcomes.

Delivery of social outcomes is underpinned by an innovative Corporate Social Responsibility policy called Footprint. The Policy details outcomes and measures related to:

- **People:** with a focus on transformative community wellbeing
- **Place:** creation of exemplary city neighbourhoods
- **Planet:** climate positive developments

##### *Trent Basin*

Trent Basin is currently Blueprint's largest project in Nottingham and is a key project within the Nottingham Waterside Regeneration area.

Our project is called Trent Basin because at the heart of the project is a large inland dock that used to be a crucial part of Britain's network of rivers and canals.

Our proposals include developing a number of separate phases. Phase 1, comprising 45 homes was completed at the end of 2016 and Phase 2 comprising 31 homes is due for completion in early 2019 when we aim to start construction of Phase 3.

Our vision is to create a new sustainable neighbourhood that is forward looking and will be as fit for purpose in 50 years time as it is today. The development is not quite urban but neither is it suburban. It comprises a new type of place that is close to the City but not in it and has access to blue water and green spaces.

### **Scope for Synergy and Collaboration**

Blueprint very much welcomes the prospect of a new school at Trent Basin.

Such investment would not only directly benefit current and prospective residents with young children but also presents scope to enhance urban design of the wider neighbourhood by incorporating into the wider plan areas of green space and diversity of design.

Given this potential Blueprint would like to work with the Academy

- to fully integrate the proposal within the wider Trent Basin scheme in order to evolve a holistic design that optimises benefits for both the school and the emerging community at Trent Basin
- to explore possible joint use of the newly created facilities by both the school and the community
- to look at opportunities to enhance biodiversity through informed decisions about landscape design
- to consider how the new community at Trent Basin and Blueprint as developer can engage creatively with the school, to enhance the learning experience of pupils whilst enriching the lives of residents and development personnel. This engagement could commence prior to start of construction.

As part of Blueprint's commitment to deliver, wherever possible, climate positive developments, Blueprint is also keen to investigate how the school could be included within Blueprint's pioneering Community Energy Project in ways that would enable the school to minimise energy cost, optimise use of renewables and reduce carbon emissions.

The Community Energy Project at Trent Basin is a ground-breaking energy scheme that aims to change the way we generate and use energy in local communities.

Renewable Energy is generated by solar panels located throughout the Trent Basin neighbourhood and is stored in Europe's largest community Energy battery (supplied by Tesla) and then used by both residents and the National Grid.

There is a realistic possibility that the scheme could be extended to include the school with use of the school's roofs to provide a platform for solar panels.

**Nick Ebbs**

**blueprint**

**07966 256136**

**twitter @nickigloo**

**Waterside Primary Academy - Section B - Appendix 2**

Planned Housing Build out and pupil yield - Waterside Primary Academy													
D	Local Plan	Description	Easting	Northing	Finish date	Total Unit	Unit Type	1 bed	2 Bed Flat	Houses	Primary Yield	Permission	Primary Catch
166a	PA75	<b>The Hicking Building</b>	457856	339019	2018/19	350	Apartments	256	94	0	6.58	10/01814/PFUL3	Welbeck
162		<b>Former Hindle House</b> Traffic St	457206	339003	2018/19	62	Apartments	32	30	0	2.10	15/03198/PFUL3	Welbeck
151		<b>27 St Marys Gate</b>	457608	339751	2018/19	12	House	3	0	9	1.89	15/03127/PFUL3	Windmill
117		<b>72 Lower Parliament Street</b>	457719	340077	2018/19	5	Flat, Apartment or Maisonet	2	0	3	0.63	14/01192/PFUL3	William Booth
65		<b>St John House</b>	457222	338720	2018/19	2	Flat, Apartment or Maisonet	0	0	2	0.42	15/00758/PFUL3	Welbeck
4		<b>13 Hounds Gate</b>	457223	339727	2018/19	4	Flat, Apartment or Maisonet	3	0	1	0.21	15/01689/PFUL3	William Booth
54		<b>12 And 12A Beauvale Road</b>	457440	338478	2018/19	1	House	0	0	1	0.21	15/01440/PFUL3	Welbeck
											<b>12.04</b>		
133		Saffron, <b>Middle Furlong</b> , Tarbert, Bosworth	456751	338542	2019/20	54	House	0	0	54	11.34	14/02092/PFUL3	Victoria
906	PA64	Creative Quarter - <b>Sneinton Market</b>	457956	339966	2019/20	50	LLAP	0	0	50	10.50		William Booth
165a	PA62	1-27 Bedford Row, 57-117 <b>Brook St (East)</b>	457755	340213	2019/20	43	Apartments	0	19	24	6.37	16/00429/PFUL3	William Booth
186		<b>Trent Works</b> Wilford Crescent	457729	338050	2019/20	23	Houses	0	3	20	4.41	16/01986/PFUL3	Greenfields
											<b>32.62</b>		
189		<b>Talbot Street</b> - Stanley House	456844	340193	2020/21	57	Apartments	23	33	1	2.52	1702458PREAPP	William Booth
190		Police Station, <b>Crammond Close</b>	456575	338615	2020/21	21	Flats	0	21	0	1.47	17/02512/PFUL3	Victoria
171		Sutton Place 49 <b>Stoney Street</b>	457723	339685	2020/21	21	Flat, Apartment or Maisonet	4	17	0	1.19	17/00271/PFUL3	William Booth
											<b>5.18</b>		
1	PA 81,82,83,85	<b>Waterside</b> (Pink area)	458603	338951	2021/22	208	LLAP	0	83	125	32.07		Pink area
160		Trivett Square - <b>Short Hill</b>	457788	339636	2021/22	117	Mainly apartments	51	63	3	5.04		William Booth
											<b>37.11</b>		
	PA 81 82 83 85	<b>Waterside</b> (Pink area)	458603	338951	2022/23	208	LLAP	0	83	125	32.07		Pink area
903	PA74	Canal Quarter - <b>Arkwright Street East</b>	457477	339024	2022/23	50	LLAP	0	0	50	10.50		Welbeck
2	PA72	Traffic Street 2 - <b>Waterway St</b>	457168	339068	2022/23	21	LLAP			21	8.82	15/03198/PFUL3	
											<b>51.39</b>		
	PA 81,82,83,85	<b>Waterside</b> (Pink area)	458603	338951	2023/24	208	LLAP	0	83	125	32.07		Pink area
904	PA68	Canal Quarter - <b>Island Site</b>	458104	339426	2023/24	575	LLAP	0	0	575	120.75		William Booth
											<b>152.82</b>		
	PA 81,82,83,85	<b>Waterside</b> (Pink area)	458603	338951	2024/25	208	LLAP	0	83	125	32.07		Pink area
902	PA79	<b>Iremonger Road</b> Meadow Lane	457951	338615	2024/25	67	LLAP	0	0	67	14.07		Welbeck
											<b>46.14</b>		
	PA 81,82,83,85	<b>Waterside</b> (Pink area)	458603	338951	2025/26	208	LLAP	0	83	125	32.07		Pink area
901	PA80	<b>Cattle Market Road</b> Meadow Lane	458114	338885	2025/26	65	LLAP	0	0	65	13.65		William Booth
											<b>45.72</b>		
	PA 81 82 83 85	<b>Waterside</b> (Pink area)	458603	338951	2026/27	208	LLAP	0	83	125	32.07		Pink area
905	PA65	Creative Quarter - <b>Bus Depot</b>	458060	339810	2026/27	136	LLAP	0	0	136	28.56		William Booth
		<b>Bold letters equate to Map Labels</b>									<b>60.63</b>		
	PA 81,82,83,85	<b>Waterside</b> (Pink area)	458603	338951	2021-2027	1247	LLAP		496	751	192.43		Pink area
		Large multiple developments over 6+ years - have split it into equal numbers per year											
			19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27			
		Assumed to feed Waterside or Sneinton Area schools	19.6	19.6	19.6	19.6	19.6	19.6	19.6	19.6			
				3.7	3.7	3.7	3.7	3.7	3.7	3.7			
					37.1	37.1	37.1	37.1	37.1	37.1			
						32.1	32.1	32.1	32.1	32.1			
							152.8	152.8	152.8	152.8			
								46.1	46.1	46.1			
									45.7	45.7			
										60.6			
		<b>Total</b>	19.6	23.3	60.4	92.5	245.3	291.5	337.2	397.8	397.8		

	Reception PAN	NCC Reception Number est 2021/22	Surplus/ (shortfall)	Housing (1/7th of total primary)	revised surplus / (shortfall)
Edale	30	30			
William Booth	30	30			
Windmill	60	59			
<b>Total</b>	<b>120</b>	<b>119</b>			
2021/22	120	119	1	9	8
2022/23	120	119	1	13	12
2023/24	120	119	1	35	34
2024/25	120	119	1	42	41
2025/26	120	119	1	48	47
2026/27	120	119	1	57	56

**Nottingham City Council**

**Childcare Sufficiency Assessment – Refresh (Spring 2018)**

## Contents

<b>INTRODUCTION .....</b>	<b>76</b>
<b>Monitoring childcare sufficiency.....</b>	<b>76</b>
<b>METHODOLOGY AND DATA SOURCES:.....</b>	<b>77</b>
<b>DEMAND/ELIGIBILITY .....</b>	<b>78</b>
<b>Early Years Population.....</b>	<b>79</b>
<b>The Supply of Childcare.....</b>	<b>79</b>
<b>UPDATE ON FINDINGS FROM PREVIOUS YEAR.....</b>	<b>87</b>
<b>FUNDED CHILDCARE PLACES FOR TWO, THREE AND FOUR YEAR OLDS....</b>	<b>88</b>
<b>Two Year Olds.....</b>	<b>88</b>
<b>Three and Four Year Olds.....</b>	<b>90</b>
<b>COSTS .....</b>	<b>91</b>
<b>SEND.....</b>	<b>91</b>

# Introduction

## Monitoring childcare sufficiency

Nottingham City reports on childcare sufficiency on a three yearly cycle, considering demand, supply and accessibility to identify any gaps in sufficiency.

Sufficient and accessible childcare is significant in promoting school readiness; widening access to employment and study for parents and maximising opportunities for families to benefit from the economic, social and health benefits of employment.

Every three years, a full Childcare Sufficiency Assessment (CSA) is published, followed by two annual refreshes of the data. The full CSA is an in-depth ward level review of demand for childcare, eligibility for funded provision and the availability and cost of provision to meet those needs. The full report includes a survey of both parents and providers. The last full report was produced in Spring 2017.

This report is the CSA Refresh (Spring 2018). It focuses on changes in demand, eligibility and participation between Spring 2017 and Spring 2018; also the provision and take-up of 15-hour places for eligible two year olds and the impact of expansion of funded childcare places from 15 hours to 30 hours for most 3 and 4 year olds in working families from September 2017.

Ongoing childcare monitoring data is available from the Early Years Profile on Nottingham Insight. This is a set of ward level profiles refreshed on a termly basis to reflect current eligibility, places and participation in full-time childcare by age group. The profile also includes population and health data to give a more complete view of the Early Years age group.

### **IMPORTANT:**

Existing and prospective childcare providers should always undertake their own market research to understand local childcare needs and use the information in this report as an initial indicator only. The childcare market is a fluid one and changes to provision may have taken place since this report was written.

## **Methodology and Data Sources:**

### **Demand for childcare:**

**Number of 2 Year Olds** - DWP eligibility data for households containing 2 year olds (Jan 2018) **Number of 3-4 Year Olds** – ONS mid-year population estimates (2016)

**Childcare enquiry calls** - Families Information Service, Nottingham City Council (April 2016\_March 2017)

### **Supply of childcare:**

**Providers** – Families Information Service, Nottingham City Council (November 2017)

**Places** - Families Information Service, Nottingham City Council (November 2017)

Providers who cover a range of age group, such as childminders and day nurseries, can change the allocation of places by age at any time according to staffing and intake. Providers can also offer more than one type of provision, which can affect the accuracy of childcare place counting.

### **Notes on counting childcare places**

#### *By City and Ward:*

Counting all childcare places in the city or in a particular ward can be problematic due to establishments offering more than one type of childcare provision. A 50 place nursery may also be registered as a 50 place after school club; and again as a 50 place holiday scheme. Although three different services are available, a maximum of 50 places can be occupied at any one time. Therefore, for city and ward level analysis, where a provider is registered to run more than one service from the same establishment (and the maximum number of places listed for each is the same); the places have been counted once.

#### *By Provision Type:*

When childcare places are counted by provision type, the likelihood of double counting is reduced as a filter by provision type is applied. In practice, there are still likely to be fewer after school, breakfast club and holiday scheme places available overall than analysis indicates since all types of place are within the same registration and place total. For example, if a day nursery offers breakfast club places for school age children, children in the day nursery will be occupying some of the registered place total

#### *By Age:*

Providers have the flexibility to allocate rooms or staff by age group according to demand. Different staffing ratios apply to 0-2, 2-3, 3-4 year olds and to 5-8 year olds and upwards. Registration totals show the maximum possible places. Providers work to these ratios to meet demand: A childminder might be registered for a maximum of six places but in practice offers fewer places if they have very young children attending. A day nursery may regularly change the balance of places it offers to different age groups, according to demand. We no longer include a count of provision by age group in the sufficiency assessment; but we do consider available childcare places by age group in

analysing the funded places for 2 year olds and the universal plus extended offer for 3-4 year olds.

## Demand/Eligibility

The full CSA includes a survey of demand for childcare from parents. The survey is not included in the annual refresh, but demand can still be reviewed from the volume of calls to the Families Information Service.

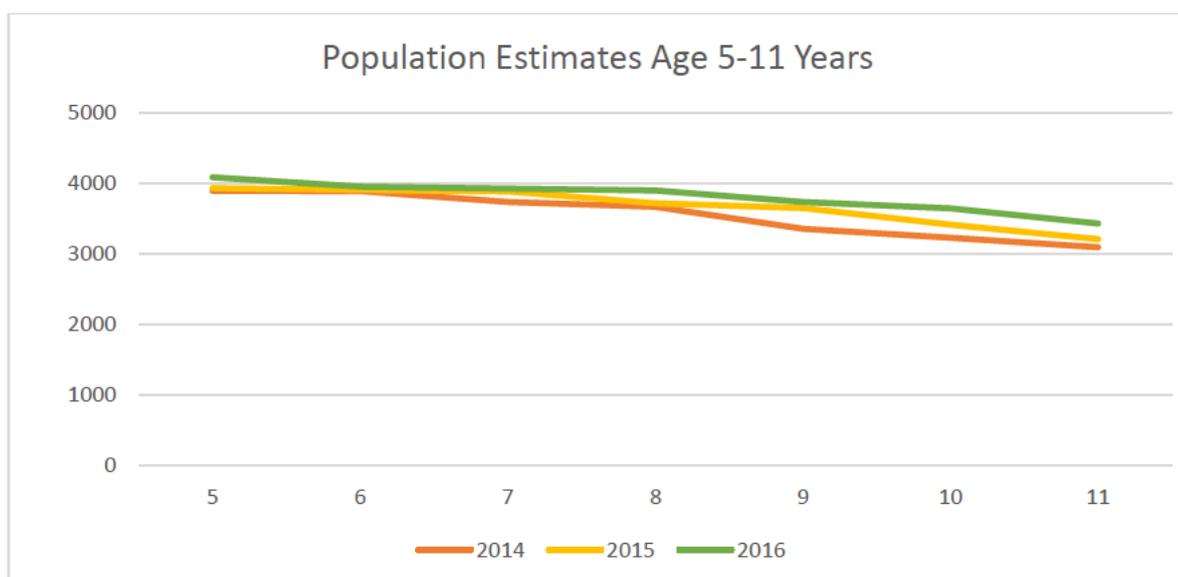
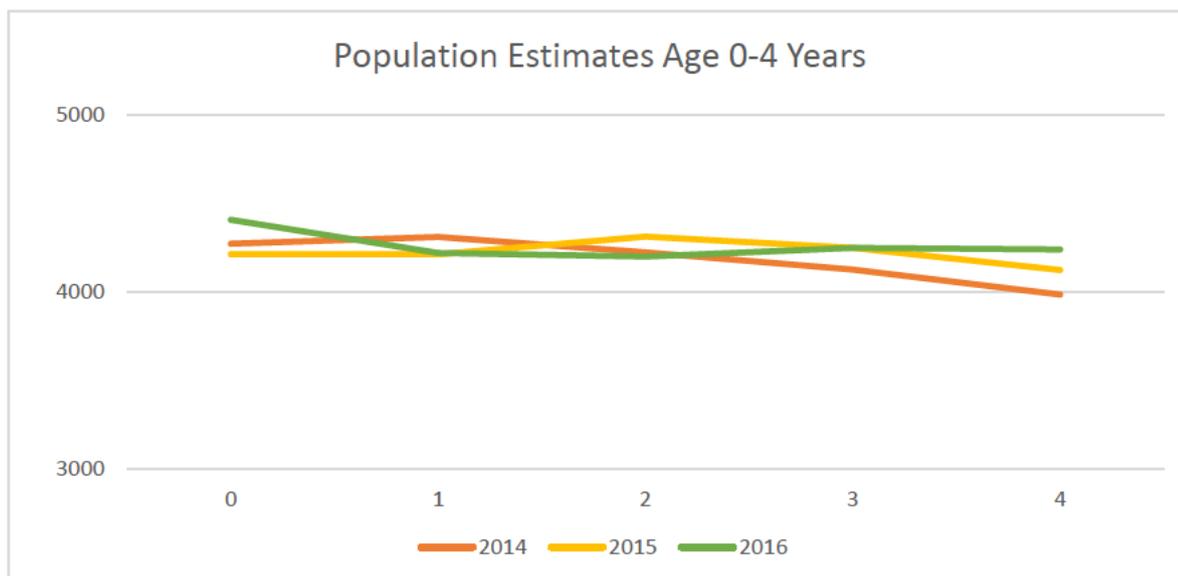
Ward (by Postcode of Enquirer)	15-16	16-17	Difference	Comparison
Arboretum	57	112	55	↑
Aspley	163	340	177	↑
Basford	107	168	61	↑
Berridge	106	211	105	↑
Bestwood	109	192	83	↑
Bilborough	103	166	63	↑
Bridge	96	150	54	↑
Bulwell	117	210	93	↑
Bulwell Forest	67	114	47	↑
Clifton North	27	82	55	↑
Clifton South	78	91	13	↑
Dales	101	207	106	↑
Dunkirk and Lenton	14	26	12	↑
Leen Valley	54	113	59	↑
Mapperley	76	111	35	↑
Radford and Park	79	150	71	↑
Sherwood	53	104	51	↑
St Ann's	141	268	127	↑
Wollaton East and Lenton Abbey	34	30	-4	↓
Wollaton West	83	82	-1	↓
Out of City	161	109	-52	↓
Blank (No Postcode Supplied)		707	707	
Total	1826	3743	1917	↑

*Families Information Service (April 2016\_March 2017)*

Calls to the Families Information Service increased in almost every ward. The overall call total more than doubled between 2015\_2016 and 2016\_2017. Calls without a postcode were not included in the 2015\_2016 analysis. If blank calls are also disregarded for 2016\_2017, calls still rose by a further 1210 calls over the course of the year. The greatest increases were from callers in Aspley, St Ann's, Dales and Berridge. Over 82% of calls to the Families Information Service in 2016\_2017 were calls about entitlement to nursery provision for 2 year olds.

## Early Years Population

ONS Mid-Year estimates show an increase of 200 children or 0.92% in the number of 0-4 year olds in Nottingham City between 2015 and 2016 and an increase of 3.74% (700 additional children) aged between 5 and 11 years. For both age groups, this is a similar rate of increase to the previous year.



## The Supply of Childcare

### Providers by Type:

Provision Type	2016	2017	Change 2016_2017
Childminder	245	222	-23
Breakfast Club	79	80	1
School/Academy Nursery	74	72	-2

Day Nursery	65	63	-2
After School Club	55	52	-3
Holiday Scheme	45	41	-4
Home Childcarer	No Data	14	14
Pre-School Playgroup	16	14	-2
<b>Nottingham City Total</b>	<b>579</b>	<b>558</b>	<b>-21</b>

*FIS \* Includes 14 Home Childcarers (Dec 2017)*

The total number of establishments providing childcare across the city decreased between 2016 and 2017. All types of childcare experienced a reduction in the number of establishments, except Breakfast Clubs which increased by one establishment. A new category of provision has been added for Home Childcarers. This is a voluntary registration for childminders looking after children from more than one family in the home of one of those families - rather than the childminders home. Home Childcarers have been counted by the ward they reside in but may be delivering childcare in other wards.

Ward	After School Club	Breakfast Club	Child-minder	Day Nursery	Holiday Scheme	Home Childcarer	Pre-School Playgroup	School or Academy Nursery	Grand Total	City Rank
Berridge	6	7	15	5	3	2	0	7	45	1
Basford	5	5	18	6	3	0	0	4	41	2
Bestwood	2	6	22	2	1	1	1	5	40	3
Clifton South	1	4	26	1	1	0	0	5	38	4
Bulwell Forest	3	5	15	3	2	1	0	5	34	5
Bilborough	3	8	11	2	1	0	0	7	32	6
Bulwell	2	4	14	2	2	0	2	6	32	6
Sherwood	3	4	11	5	3	1	1	4	32	6
Wollaton West	4	4	15	4	2	0	2	1	32	6
St Ann's	4	5	11	2	2	0	2	5	31	10
Clifton North	3	3	17	1	1	0	2	2	29	11
Dales	3	5	8	3	2	1	1	5	28	12
Mapperley	5	4	8	4	4	0	0	3	28	12
Aspley		1	10	5	2	1	2	2	23	14
Bridge	1	4	10	2	1	0	0	3	21	15
Dunkirk & Lenton	3	3	1	3	4	0	0	2	16	16
Radford and	1	3	3	5	2	0	0	1	15	17

Park										
Leen Valley	2	3	3	2	1	0	1	2	14	18
Arboretum	1	2	2	3	1	0	0	2	11	19
Wollaton East & Lenton Abbey0		0	2	3	3	1	0	0	9	20
Ward not Specified	0	0	0	0	0	6	0	0	6	N/A
Grand Total	52	80	222	63	41	14	14	72	557	

### Families Information Service

Berridge has the most childcare establishments (45) with provision of all types, except pre-school playgroup. Wollaton East and Lenton Abbey has the lowest number of establishments (9), with no school or academy nursery, before or after school provision or pre-school playgroup.

### Number of Provider Places per Ward

Day Nursery, Childminder and Pre-School provision are monitored by a year on year count of providers and places; plus a count of places per 100 children. Due to variations in the way places are registered, it is not possible to measure sufficiency of Out of School Care (OOSC) and Holiday Schemes in the same way. Both these provision types have been monitored by establishment (provider) only, plus a calculation per 1000 children to produce a ward ranking – this is explained under the OOSC table.

The Home Childcare category not been included in provider place tables as the location of the childcare places they provide will vary according to employment.

**Table: No of providers and registered childcare places: Full Day-care**

Full Day-care Ward	Day Nursery		Comparison	Reg Places		Comparison	Diff	Census 2016 Mid Year Estimates		
	2016	2017		2016	2017			Places per 100 children	0-4 Population	Reg Places
Arboretum	4	3	↓	318	255	↓	-63	38	675	255
Aspley	5	5	↔	167	167	↔	0	8	1986	167
Basford	5	6	↑	227	269	↑	42	20	1319	269
Berridge	5	5	↔	350	350	↔	0	22	1606	350
Bestwood	2	2	↔	57	57	↔	0	4	1452	57
Bilborough	2	2	↔	62	62	↔	0	5	1294	62
Bridge	4	2	↓	138	110	↓	-28	13	827	110
Bulwell	2	2	↔	165	165	↔	0	13	1305	165
Bulwell Forest	3	3	↔	214	214	↔	0	24	901	214
Clifton North	1	1	↔	32	32	↔	0	4	861	32
Clifton South	1	1	↔	55	55	↔	0	6	998	55
Dales	3	3	↔	121	121	↔	0	8	1456	121
Dunkirk and Lenton	3	3	↔	264	264	↔	0	117	225	264
Leen Valley	2	2	↔	153	153	↔	0	18	839	153
Mapperley	4	4	↔	178	168	↓	-10	17	992	168

Radford and Park	5	5	↔	323	317	↓	-6	35	896	317
Sherwood	5	5	↔	426	433	↑	7	41	1051	433
<b>St Ann's</b>	2	2	↔	139	139	↔	0	11	1313	139
Wollaton East and Lenton Abbey	3	3	↔	195	221	↑	26	69	321	221
Wollaton West	4	4	↔	194	194	↔	0	19	996	194
<b>Nottingham City Total</b>	<b>65</b>	<b>63</b>	<b>↓</b>	<b>3778</b>	<b>3746</b>	<b>↓</b>	<b>-32</b>	<b>18</b>	<b>21313</b>	<b>3746</b>

Note: Figure in red indicates a below city average level

FIS

The number of day nurseries in the city has reduced by two establishments overall. A new nursery has opened in Basford, while two nurseries in Bridge ward and one nursery in Arboretum have closed. This has resulted in a loss of 32 places for the city as a whole, but represents less than a 1% reduction overall. However, this does mask some significant changes in particular wards. Basford has experienced an increase of 42 places and Wollaton East and Lenton Abbey an increase of 26 places. By contrast, Arboretum ward has lost 63 day-care places and day-care in Bridge ward has reduced by 28 places. At 18 places per 100 children, the city has more day-care places per child than any other type of childcare provision. However, due to the city's position as economic centre for the region, a significant number of places may be occupied by the children of working parents commuting from areas outside the city boundary.

Table: No of providers and registered childcare places: Childminder

Childminder	Childminder		Comparison	Reg Places		Comparison	Diff	Census 2016 Mid Year Estimates		
	2016	2017		2016	2017			Places per 100 children	0-8 Population	Reg Places
Arboretum	2	2	↔	12	12	↔	0	1	1199	12
Aspley	11	10	↓	81	71	↓	-10	2	3633	71
Basford	19	18	↓	106	107	↑	1	5	2311	107
Berridge	15	13	↓	74	89	↑	15	3	2761	89
Bestwood	27	22	↓	158	140	↓	-18	6	2526	140
Bilborough	11	11	↔	73	71	↓	-2	3	2259	71
Bridge	7	8	↑	42	48	↑	6	3	1419	48
Bulwell	16	14	↓	90	83	↓	7	4	2353	83
Bulwell Forest	17	15	↓	87	89	↑	2	6	1530	89
Clifton North	18	17	↓	112	102	↓	-10	7	1441	102
Clifton South	30	26	↓	162	149	↓	-13	8	1768	149
Dales	9	8	↓	53	42	↓	-11	2	2526	42
Dunkirk and Lenton	1	1	↔	6	6	↔	0	1	406	6
Leen Valley	7	3	↓	41	24	↓	-17	2	1503	24
Mapperley	12	8	↓	67	48	↓	-19	3	1681	48
Radford and Park	3	8	↑	24	12*	↓	-12	1	1511	12
Sherwood	12	11	↓	78	58	↓	-20	3	2181	58

St Ann's	11	10	↓	54	50	↓	-4	3	1770	50
Wollaton East and Lenton Abbey	1	2	↑	6	12	↑	6	2	538	12
Wollaton West	16	15	↓	103	102	↓	-1	6	1837	102
<b>Nottingham City Total</b>	<b>245</b>	<b>222</b>	↓	<b>1429</b>	<b>1315*</b>	↓		<b>4</b>	<b>37153</b>	<b>1315*</b>

Note: Figure in red indicates a below city average level.

FIS

Due to the many small providers in the sector, childminding shows the most movement in both providers and places from year to year. Across the city, the number of childminders has reduced by 9% and childminding places by 8%, suggesting that some childminders may be offering fewer places. The greatest reduction (20 places), has occurred in Sherwood, though the actual number of childminders in the ward has only reduced by one. The availability of childminding places has increased in five wards; Basford, Berridge, Bridge, Bulwell Forest and Wollaton East and Lenton Abbey. The greatest increase has been in Berridge ward, which has an additional 15 childminding places.

Nine Childminders (included in the Childminder column for 2017), have not supplied Registered Place totals to the Family Information Service. Six of these are located in Radford and Park ward, which has affected the childminder place total for the ward and the overall place total for the city. The number of childminders in Radford and Park has more than doubled since 2016; so the actual childminder place total for Radford and Park is likely to be approximately double than shown above, with a corresponding increase to the place total for Nottingham City.

Sessional Day-Care (Pre-school)	Sessional		Comparison	Reg Places		Comparison	Diff	Census 2016 Mid Year Estimates		
	2016	2017		2016	2017			Places per 100 children	2-4 Population	Reg Places
Arboretum	0	0	↔	0	0	↔	0	0	399	0
Aspley	2	2	↔	32	32	↔	0	3	1213	32
Basford	0	0	↔	0	0	↔	0	0	785	0
Berridge	0	0	↔	0	0	↔	0	0	892	0
Bestwood	1	1	↔	72	110	↑	38	13	858	110
Bilborough	0	0	↔	0	0	↔	0	0	800	0
Bridge	0	0	↔	0	0	↔	0	0	497	0
Bulwell	2	2	↔	36	36	↔	0	5	789	36
Bulwell Forest	0	0	↔	0	0	↔	0	0	537	0
Clifton North	2	2	↔	79	79	↔	0	15	511	79
Clifton South	0	0	↔	0	0	↔	0	0	630	0
Dales	1	1	↔	26	30	↑	4	4	832	30
Dunkirk and Lenton	0	0	↔	0	0	↔	0	0	123	0
Leen Valley	1	1	↔	24	24	↔	0	5	501	24
Mapperley	1	0	↓	12	0	↓	-12	0	573	0
Radford and Park	0	0	↔	0	0	↔	0	0	495	0

Sherwood	1	1	↔	26	26		0	4	646	26
St Ann's	2	2	↔	46	30	↓	-16	4	795	30
Wollaton East and Lenton Abbey	0	0	↔	0	0	↔	0	0	203	0
Wollaton West	2	2	↔	51	51	↔	0	8	608	51
<b>Nottingham City Total</b>	<b>15</b>	<b>14</b>	↑	<b>404</b>	<b>418</b>	↑	<b>-14</b>	<b>3</b>	<b>12687</b>	<b>418</b>

Note: Figure in red indicates a below city average level.

FIS

Sessional pre-school places in the city have increased by 3%. Places in Bestwood ward have increased significantly, with an additional 38 places created by one existing provider. Dales ward has experienced a smaller increase from 26 to 30 places, again at one provider.

One pre-school provider closed in 2017; reducing pre-school places in Mapperley ward to zero. Places in St Ann's have also reduced significantly (a loss of 16 places or 35% of provision), although the ward still retains two providers.

The likely impact of the pre-school closure in Mapperley and surrounding St Ann's and Dales wards was assessed by the Early Years team who carried out a place mapping exercise of both eligibility and uptake of funded childcare places for 2, 3 and 4 year olds in the area. This analysis will inform ongoing work with providers in the area.

Before/After School Care (OOSC)	OOSC (Out Of School Care) Providers		Diff	Comparison	Census 2016 Mid Year Estimates		
	2016	2017			Providers per 1000 children	5-11 Population	Ward Rank Availability of Providers in Relation to Population 1=Most 20=Least
Ward							
Arboretum	0	3	3	↑	3.49	860	16
Aspley	0	1	1	↑	0.36	2801	19
Basford	3	10	7	↑	6.22	1608	7
Berridge	5	13	8	↑	6.89	1887	5
Bestwood	1	9	8	↑	5.00	1800	11
Bilborough	1	11	10	↑	6.33	1738	6
Bridge	2	5	3	↑	5.34	936	10
Bulwell	2	6	4	↑	3.45	1737	17
Bulwell Forest	2	8	6	↑	7.32	1093	3
Clifton North	2	6	4	↑	6.02	996	8
Clifton South	0	5	5	↑	3.95	1267	15
Dales	1	8	7	↑	4.64	1723	13
Dunkirk and Lenton	3	6	3	↑	22.14	271	1
Leen Valley	3	5	2	↑	4.33	115	14
Mapperley	3	9	6	↑	7.45	1208	2
Radford and Park	1	3	2	↑	3.04	998	18
Sherwood	4	9	5	↑	7.00	1286	4
St Ann's	2	7	5	↑	4.86	1450	12
Wollaton East and Lenton Abbey	0	0	0	↔	0.00	365	20
Wollaton West	3	8	5	↑	5.44	1470	9
<b>Nottingham City Total</b>	<b>38</b>	<b>132</b>	<b>94</b>	<b>↑</b>	<b>4.96</b>	<b>26639</b>	

Note: Figure in red indicates a below city average level.

FIS

Nottingham City has 132 registered providers offering out of school care (OOSC) sessions. Most providers will have two separate registrations, one for before school and one at after school club so the overall number of settings delivering this care will be almost half the provider total. After-school club provision is recorded at 52 providers. A total of 81 providers (very often at the same setting), offer before-school care or a breakfast club. The number of OOSC providers tripled between 2016 and 2017; most likely due to schools registering existing provision. However, places available at OOSC are difficult to quantify for several reasons: One child using both before and after school care on a full-time basis would take up two places from the overall total.

- Schools offering this provision can register using their main school Ofsted registration and are not required to register the number of places available. Therefore schools increase the overall numbers of OOSC providers listed; but places at those clubs are not recorded in the OOSC place total for the ward or the overall OOSC place total for the city.
- By contrast, day nurseries offering after school care will record that all places are available for out of school care. In reality, the majority of places are likely to be used for the main 0-4 nursery day-care age group, with a much smaller number available for OOSC.

In previous years, we have reported solely on the number of OOSC providers in the city for which we have place data. As over 60% of before and after school clubs (81 out of 132 providers), do not include place numbers in their registration, this resulted in an artificially low place count. This year, analysis of OOSC focuses on a count of all providers by ward (regardless of whether providers register their place totals). This gives an indication of the availability of OOSC provision in the ward, which may be more useful than the previous incomplete place totals. The population denominator for this report has been adjusted to include ages 5-11 years as the general age range for most OOSC clubs. In the table above, wards have been ranked by the number of providers per 1000 children (rather than the usual unit of 100 children). Wollaton East and Lenton Abbey has no OOSC provision (there is no school situated in the ward). Aspley has the largest number of resident children of this age group in the city but only one OOSC provision registered. The area with greatest choice of providers for resident children is Dunkirk and Lenton, due to a low child population and the presence of three providers. The second highest provision is in Mapperley ward.

Holiday Schemes	Holiday Scheme Providers		Comparison	Reg Places		Comparison	Diff	Census 2016 Mid Year Estimates		
	2016	2017		2016	2017			Providers Per 1000 children	5-11 Population	Reg Places
Arboretum	1	1	↔	25	25	↔	0	1.16	860	25
Aspley	0	2	↑	0	8	↑	8	0.71	2801	8
Basford	2	3	↑	145	169	↑	24	1.87	1608	169
Berridge	1	3	↑	50	204	↑	154	1.59	1887	8
Bestwood	0	1	↑	0	0	↔	0	0.56	1800	204
Bilborough	0	1	↑	0	30	↑	30	0.58	1738	30
Bridge	1	1	↔	50	20	↓	-30	1.07	936	20
Bulwell	1	2	↑	54	165	↑	111	1.15	1737	165
Bulwell Forest	1	2	↑	82	132	↑	50	1.83	1093	132
Clifton North		1	↑	0	0	↔	0	1.00	996	0
Clifton South	0	1	↑	0	0	↔	0	0.79	1267	0
Dales	1	2	↑	37	72	↑	35	1.16	1723	72
Dunkirk & Lenton	2	4	↑	90	182	↑	92	14.76	271	182
Leen Valley	2	1		70	62	↓	-8	0.87	1155	62
Mapperley	2	4	↑	110	120	↑	10	3.31	1208	120
Radford & Park	2	2	↔	151	151	↔	0	2.02	988	151

Sherwood	2	3	↑	62	62	↔	0	2.33	1286	62
St Ann's	0	2	↑	0	139	↑	139	1.38	1450	139
Wollaton East & Lenton Abbey	2	3	↓	171	171	↔	0	8.22	365	171
Wollaton West	1	2	↑	28	28	↔	0	1.36	1470	28
<b>Nottingham Total</b>	<b>21</b>	<b>41</b>	<b>↑</b>	<b>1125</b>	<b>1720</b>	<b>↑</b>	<b>595</b>	<b>1.57</b>	<b>26639</b>	<b>1720</b>

Note: Figure in red indicates a below city average level. FIS

Both holiday scheme providers and places have increased significantly in the city in 2016-2017 and an additional 595 places are available across the city in comparison to 2015-2016. Places have increased or stayed the same in most wards, declining only in Bridge and Leen Valley wards. The wards experiencing the greatest increase in holiday scheme availability are Berridge, St Ann's and Bulwell.

## Update on Findings from Previous Year

The 2016\_2017 Childcare Sufficiency Assessment found that:

- 1. Bilborough and Aspley wards have significant levels of demand for childcare; yet childcare place provision in both wards is below the Nottingham average.** In 2017, both Bilborough and Aspley wards are still below the Nottingham average place or provider provision per child for all childcare sectors (except for OOSC provision in Bilborough).
- 2. Gaps in provision may exist between likely demand for places with a childminder or for sessional care /playgroups.** (This was identified in January 2017 by comparing enquiries about these services with places available).
- 3. A requirement of all year round provision was highlighted and also for more full-time places, and before and after school care places than are currently available.** The number of providers registered to offer OOSC increased significantly in 2017 as more schools registered as after school club providers. However, schools are not required to provide place numbers so it is not possible to assess whether the overall number of OOSC places available have increased.
- 4. As in previous years, cost was mentioned as a barrier to obtaining a formal childcare place, particularly for those in Aspley, Berridge and St Ann's wards.**
- 5. Ability to access childcare for a child with Special Educational Needs or Disabilities (SEND) was found to be similar to the main cohort.** However, it was noted that this might differ for children with sensory impairments and physical disabilities, as the number of providers offering places for physical and sensory needs is much lower than for the wider SEND group.

## Funded Childcare Places for Two, Three and Four Year Olds

The 2017 report also considered the provision of free/funded childcare places. Parents of two year olds who meet DWP income criteria are eligible for 15 hours funded childcare, from the term following the child's second birthday.

All three and four year olds are eligible for the universal offer of 15 hours funded childcare from the term following their third birthday. The national eligibility for 3 and 4 year olds was extended in September 2017 to provide an additional 15 hours a week for children for most families (except where someone in the household has a taxable income exceeding £100,000). Most families within Nottingham City are eligible for both the universal and extended offer, totalling 30 hours of funded childcare per week for 3 and 4 year olds.

299 providers in the city offer provision for 2, 3 and 4 year olds across the day nursery, childminding and pre-school sectors. 189 providers or 63% of providers for this age group offer free places for 2 year olds. 190 providers or 64% of providers offer free places for 3 and 4 year olds. However just 66 providers (22%) offer the full extended 30 hour free place for 3 and 4 year olds.

The tables below compare the number of eligible children and funded places available participation (take-up). The participation total for some wards may be higher than the place total as eligible children may be attending funded places in other wards, or attend nursery in maintained schools (do not provide details of place totals to the Families Information Service).

### Two Year Olds

Ward	Eligible 2 Year Olds	Places 2 Year Olds	Participation 2 Year Olds	Participation Rate 2 Year Olds
Arboretum	106	119	59	55.66%
Aspley	283	136	182	64.31%
Basford	148	151	83	56.08%
Berridge	197	144	89	45.18%
Bestwood	165	61	114	69.09%
Bilborough	151	37	85	56.29%
Bridge	98	47	60	61.22%
Bulwell	161	54	130	80.75%
Bulwell Forest	84	132	48	57.14%

Clifton North	66	60	45	68.18%
Clifton South	87	12	59	67.82%
Dales	183	101	87	47.54%
Dunkirk and Lenton	23	82	9	39.13%
Leen Valley	88	21	64	72.73%
Mapperley	96	68	43	44.79%
Radford and Park	109	169	82	75.23%
St Ann's	177	131	109	61.58%
Sherwood	66	74	45	68.18%
Wollaton East and Lenton Abbey	28	28	8	28.57%
Wollaton West	38	67	30	78.95%
<b>Nottingham</b>	<b>2354</b>	<b>1694</b>	<b>1431</b>	<b>60.79%</b>

#### *Early Years Ward Profile Autumn 2017*

Bulwell has the highest participation rate in the city with 80.75% of those eligible for funded places, participating in nursery provision. Aspley ward has both the greatest number of eligible two year olds and the greatest number eligible two year olds participating in nursery education. However, Aspley only has fourth highest number of places available and 64.31% of eligible children in provision overall. Radford and Park ward has the greatest number of funded 2 year old places available and 75.26% of eligible 2 year olds are in funded provision.

Two year old participation rates are lower in the central and eastern side of the city (Berridge, Dales, Mapperley). All three wards have more eligible 2 year olds than funded places available and the participation rate of eligible 2 year olds is below 50%. The lowest participation rates are in Dunkirk and Lenton and Wollaton East and Lenton Abbey. These are wards with a historically low child population; but few of the small population of resident 2 year olds are participating in funded provision.

### Three and Four Year Olds

Ward	Eligible 3-4 Year Olds	Places 3-4 Year Olds	Participation 3-4 Year Olds	Participation Rate 3-4 Year Olds
Arboretum	262	124	258	98.47%
Aspley	846	77	602	71.16%
Basford	533	210	395	74.11%
Berridge	595	192	459	77.14%
Bestwood	553	49	423	76.49%
Bilborough	562	32	397	70.64%
Bridge	315	39	198	62.86%
Bulwell	528	35	434	82.20%
Bulwell Forest	365	98	284	77.81%
Clifton North	327	48	240	73.39%
Clifton South	455	24	333	73.19%
Dales	556	181	350	62.95%
Dunkirk and Lenton	80	105	98	122.50%
Leen Valley	344	28	276	80.23%
Mapperley	372	107	254	68.28%
Radford and Park	302	286	270	89.40%
St Ann's	421	80	435	103.33%
Sherwood	510	111	277	54.31%
Wollaton East and Lenton Abbey	141	32	53	37.59%
Wollaton West	421	80	450	106.89%
<b>Nottingham</b>	<b>8488</b>	<b>1938</b>	<b>6486</b>	<b>76.41%</b>

*Early Years Ward Profile Autumn 2017*

In all wards, except Sherwood, participation percentages for three and four year old early years education are higher than for two year olds. Dunkirk and Lenton, Wollaton West and St Ann's all have participation rates that exceed the eligible population.

Aspley has both the greatest number of three and four year olds, and of those participating; but is only ranked 12<sup>th</sup> in the city for place provision and the percentage of eligible children participating is only 71.16%. Participation rates are lower in wards on the east of the city such as Mapperley, Dales and Sherwood. This may indicate that children from wards close to the city boundary are attending Early Years provision in Nottinghamshire. Wollaton East and Lenton Abbey has the lowest rate of participation for three and four year olds.

## **Costs**

Not all providers supply cost information for different age groups so data has been aggregated at city level to avoid potential discrepancies in ward level data.

In December 2017, the cost of a full-time place (50 hours per week) in a Nottingham day nursery for a child aged between 0 and 2 was £210.05.

The cost for 2 year olds who do not get the 15 hours free entitlement was £209.71. Deducting the free 15 hours would leave £146.80 to pay for a full-time place for a two year old.

The average cost of a full-time day nursery place for 3-4 four year olds was £205.90. Deducting the maximum 30 hours free entitlement leaves a full-time cost of £82.36.

Child-minding costs were slightly cheaper at £200.57 for a child aged between 0 and 2 and the same price for ages 2-4. This similarity is due to the majority of childminders not recording age-related price categories. The average weekly cost of a full-time childminding place for a 2 year old with 15 free hours would be £140.40. For 2-4year olds with 30 free hours, the average full-time childminding place would cost £80.23.

Average after school club costs for 15 hours a week were £48.33.

Costs for all sectors are difficult to compare with each other, across wards or year on year. This is due to the flexibility providers have to record costs when they register with the Family Information Service. Some providers record an hourly rate; some quote sessional/day rates and others a weekly rate. These have been aggregated where possible to produce a weekly rate, but this may not reflect where a provider who has only recorded an hourly or daily rate with the Family Information Service actually offers a less expensive weekly rate for full-time bookings. All rates appear to have increased between 2016-2017 and 2017-2018.

## SEND

The 2019\_2017 full childcare sufficiency report found that the ability to access childcare for a child with Special Educational Needs or Disabilities (SEND) was found to be similar to the main cohort. However, it was noted that this might differ for children with sensory impairments and physical disabilities, as the number of providers offering places for physical and sensory needs is much lower than for the wider SEND group.

There are two data sources currently available to consider SEND provision by provider: the Families Information Service records (updated directly by the provider) and information gathered by the Early Years team through the Special Educational Needs Coordinator (SENCO) Audit.

Only 129 out of 558 providers (28%) have provided information on special needs provision to the Families Information Service. 128 out of the responders said they do offer special needs provision; one provider, (a childminder) responded that they did not. 72% of providers have not provided information on special needs provision; it is not clear whether this is due to the data collection process or that they genuinely don't offer provision.

Almost the same number of providers providers answered Yes to the question 'Do you have special needs provision?' as answered Yes to 'Do you have wheelchair access?' It seems possible that in the FIS responses, providers are equating special needs provision with provision for physical needs requiring a wheelchair; rather than the full spectrum of SEND including learning needs, behavioural or mental health needs and other physical support needs. This may account for the very low numbers of providers stating that they have special needs provision.

Breaking the responses down by provider, over half of all Pre-School playgroups responding stated that they had SEN provision and wheelchair access; Day Nurseries were the next most likely to have provision, then Home Childcarers, followed by breakfast clubs. Childminders were the least likely to state that they had SEN provision. It may be easier to find a pre-school place for a child with physical SEND than it is to find more flexible childcare or wraparound care/ holiday clubs for a school aged child.

It appears from the FIS responses that it is easier to find out about or be signposted to provision for children with physical SEND than for children with other disabilities.

Provision Type	All Providers 2017	Do you have special needs provision? Yes	% Providers with special needs provision? Yes	Do you have wheelchair access? Yes	% Providers with wheelchair access
After School Club	52	14	27%	14	27%
Breakfast Club	80	9	11%	9	11%
Childminder	222	29	13%	29	13%
Day nursery	63	29	46%	27	43%
Holiday Scheme	41	9	22%	9	22%
Home Childcarer	14	1	7%	1	7%
Pre-School Playgroup	14	9	64%	9	64%
Primary School/Academy	*	15	*	15	*
School/Academy Nursery	72	11	15%	11	15%
Secondary School/Academy	*	2	*	2	*
<b>Grand Total</b>	<b>558</b>	<b>128</b>	<b>23%</b>	<b>126</b>	<b>23%</b>

\* category not reported in previous dataset. FIS

The Early Years SENCO audit was carried out in Autumn 2017 and reports on 98 providers, almost all from the day nursery, pre-school or school sectors. 81 children with additional needs are recorded in the data which represents approximately just under 1% of eligible 3 and 4 year olds. Approximately 54 children within that group (67%) receive some Early Years or Inclusion funding.

SENCO Audit _Type of disability of funded children (89 Settings)	Total
ASD (LD)	28
Hearing Impaired (Physical/Sensory)	1
Medical (Physical/Sensory)	3
Moderate LD	1
Physical (Physical/Sensory)	6
Physical Hearing Impaired (Physical/Sensory)	1
Specific LD (LD)	2
Moderate LD (LD)	1
PMLD (Physical/Sensory)	1
Not Specified	12
<b>Total (Funded Children)</b>	<b>56</b>

In the Early Years SENCO Audit, 32 (58%) of funded children have Physical/Sensory needs; 12, (21%) have Learning needs. A further 12 (21%) of funded children do not have a need specified in the dataset.

On this basis, the 128 providers who specify SEN provision appear to have sufficient capacity for the number of children recorded in the SEN audit although place numbers are not provided. The data supplied by providers to the Families Information Service does not provide enough detail to assess place provision by disability type.

Capacity is also needed as diagnosis of SEN develops through the Early Years stage. National data (*DfE Special Education Needs in England: January 2017*) shows that 2.8% of children have a statement or EHC plan in place, suggesting that the Nottingham City total could treble as children are diagnosed. The national percentage of pupils with SEN in the Early Years age group is approximately 5% which suggest a substantial proportion of Early Years children will have other SEN needs not subject to a statement or captured in the SEN audit.

Enquiries about childcare for children with a disability represent just over 1% of all calls to the Families Information Service. This matches the proportion of children with additional needs in the SENCO audit.

**Marketing & Engagement with the Local Community**

**New 2 FE Primary Free School – Waterside, Nottingham**

See information below in relation to the activity/engagement that has already taken place in relation to the proposed new Free School:

<b><u>Activity</u></b>	<b><u>Notes</u></b>
Engagement with the Local Authority	<p>Letters sent to Corporate Director for Children &amp; Adults requesting their support for opening a Free School. A letter of support has been received from the Corporate Director of Children &amp; Adults. The Local Councillors for the Dales Ward have also provided a letter of support. Copies can be found at Annex A the end of this document).</p> <p>The Deputy Chief Executive (GAT) attended the Sneinton Tenants and Residents Association meeting on the 23 October 2018 and received positive feedback on the proposal. A copy of the letter of support can be found at Annex A of this document.</p> <p>The SPD (Supplementary Planning Document) for the Waterside development goes to the Nottingham City Council's Executive Board on 16 October 2018.</p> <p>Formal consultation on the proposed site for the Free School will take place in early November 2018.</p> <p>The development and the Free School will be discussed at the Area Committee Meeting for Dales Ward 11 December 2018.</p> <p>The Chief Planner has commented following the consultation the LA have undertaken</p>

	<p>around the Local Plan:</p> <p><i>“The emerging Local Plan Part 2 document, the Land and Planning Policies Document (LAPP), Revised Publication Version, was consulted on from 29 Sept-10 November 2017. This included site ‘PA83 Waterside – Daleside Road, Trent Lane Basin’ which included education as a proposed use. No comments were received in relation to the proposed education use on the site at either the Publication Version or Revised Publication Version stages of consultation.”</i></p> <p>A copy of the full letter can be found in Annex A.</p>
<p>Engagement with local educational providers</p>	<p>Trifold leaflets about our proposal were circulated to all local schools, academies, school nurseries, day nursery providers, and childminders. A copy of the leaflet can be found at Annex B at the end of this document.</p> <p>GAT Chief Executive wrote to other Trusts who run schools in the area.</p> <p>We are working with the University of Nottingham in supporting their students by using the proposed Waterside Free School as a project to focus on environmental design and sustainability.</p>
<p>Engagement with the local community</p>	<p>Trifold leaflets about our proposal were circulated to local libraries, health centres, community centres and children’s centres.</p> <p>We have been working with Blueprint (the developer/regeneration company) and they are extremely positive about the new proposed new Free School and have distributed copies of the tri-fold leaflets to all homes in the completed phase 1 area and they have agreed to include the leaflet within the handover packs for phase 2.</p> <p>All of the Trust’s academies in the local area have also added information in the newsletter to parents with a link to our website for further information.</p>

	All staff in the Trust's local academies have been informed about the development and the proposed Free School.
Websites	<p>A news item has been added to the Greenwood Academies Trust website and includes a more detailed brochure:</p> <p>To view the news item click here:  <a href="http://www.greenwoodacademies.org/news/?pid=0&amp;nid=6&amp;storyid=1724">http://www.greenwoodacademies.org/news/?pid=0&amp;nid=6&amp;storyid=1724</a></p> <p>To view the additional brochure click here:  <a href="http://www.greenwoodacademies.org/attachments/download.asp?file=2868&amp;type=pdf">http://www.greenwoodacademies.org/attachments/download.asp?file=2868&amp;type=pdf</a></p> <p>A news item has all been added to all the Trust's local academies websites with a link to the GAT website for further information. See link below:  <a href="http://www.sunnysideprimaryacademy.org/news/?pid=3&amp;nid=1&amp;storyid=39">http://www.sunnysideprimaryacademy.org/news/?pid=3&amp;nid=1&amp;storyid=39</a></p>
Local Media	<p>Following the circulation of leaflets, the Nottingham Post have run the following stories about the school and the development area.</p> <p><a href="https://www.nottinghampost.com/news/business/new-420-pupil-primary-school-2095600">https://www.nottinghampost.com/news/business/new-420-pupil-primary-school-2095600</a></p> <p><a href="https://www.nottinghampost.com/news/ambitious-plan-create-nottinghams-newest-2092603">https://www.nottinghampost.com/news/ambitious-plan-create-nottinghams-newest-2092603</a></p> <p><a href="https://www.nottinghampost.com/news/business/waterside-development-see-hundreds-high-2094400">https://www.nottinghampost.com/news/business/waterside-development-see-hundreds-high-2094400</a></p> <p><a href="https://www.nottinghampost.com/news/nottingham-news/its-time-waterside-development-welcomed-2097173">https://www.nottinghampost.com/news/nottingham-news/its-time-waterside-development-welcomed-2097173</a></p>

	<p>The regeneration project for Waterside, including the proposal for a new Free School was also featured on the BBC Radio Nottingham:</p> <p>'Plans for hundreds of houses by the River Trent are expected to take a step closer today' (1h:02m:16s/1h:38m:49s/2h:02m:35s)</p> <p>Outlet: BBC Radio Nottingham 16/10/2018 11:38 (Broadcast) <a href="#">Article</a></p>
--	--

If the application receives approval by the DfE, we will develop a further, more detailed marketing and consultation plan which would include:

- Press releases to the local and regional media.
- Postings on social media via Twitter and Facebook. The Trust have around 2,500 followers, and the local academies have around 3,000 followers on twitter.
- Develop a website for the Free School.
- Joint marketing plan and PR with the contractors.
- E-newsletters to parents and community.
- Arrange for posters and displays in local community centres, libraries, children's centres, health centres etc.
- Commence meaningful consultation with all local stakeholders.
- Liaise with our PR partner to raise the profile of the new Free School

**Appendix 4 (Annex A) - Letters of Support received from Nottingham City Council**

My Ref:	
Your Ref:	
Contact:	
Direct Line:	



**Nottingham**  
**City Council**

		Children and Families Directorate	
		Loxley House, Station Street	
		Nottingham	
		NG2 3NG	
<p><b>Strictly Private &amp; Confidential</b> Wayne Norrie Chief Executive Greenwood Academies Trust Greenwood House Private Road No 2 Colwick Quays Business Park Nottingham NG4 2JY</p>		Tel: 0115 87 63332	
		www.nottinghamcity.gov.uk	
		email:	
		alison.michalska@nottinghamcity.gov.uk	
27 September 2018			

Dear Wayne

I write on behalf of Nottingham City Council's Education Department to support Greenwood Academies Trust's bid for a primary free school in the Waterside area of Nottingham. The Trust has a strong track record of providing a high standard of education for pupils aged 3 to 19 through its primary and secondary schools working in collaboration across three Nottingham sites, and we value the contribution they make to Nottingham's educational offer. The Trust leadership and management has a clear vision for improving outcomes and closing the gap for disadvantaged children. In the last Ofsted inspection, which was good overall, teaching and pupil progress in the primary phase, was rated outstanding.

Nottingham City Council have worked successfully with Greenwood Academies Trust over a number of years to deliver high quality, inclusive, learning opportunities for children and young people in Nottingham. We have supported their development as a Trust in Nottingham, and the expansion of places at both primary and secondary phases; we welcome their commitment to ensuring that all children and young people are able to achieve their potential at inclusive schools.

The Trust has been actively developing an understanding of the current pupil places basic need picture across Nottingham City and specifically in the area proposed for a new primary school. We have provided the data, information and supporting evidence to inform this position (including pupil growth projections, housing development and pupil yield



analysis for the Waterside development and the local pupil place planning area). This demonstrates the imminent and projected need for additional primary places generated by the scale of the housing developments in both the Waterside area and the local area beyond.

All the other existing primary schools in the surrounding planning area are currently full and there are no other current viable options for expanding the existing schools due to site constraints. The number and scale of housing developments already underway in this area will create the need for additional primary capacity.

As a tightly bounded urban environment, there are limited development sites within Nottingham that can offer the size and appropriate infrastructure to develop new provision. This acts as a barrier to potential interest from Free School providers to propose new schools in the city. However, the Waterside development site is well under way with a further three housing sites (totalling over 150 units) coming forward in the next 6 months. The area will see over a 1000 new units in the next 2-8 years in just the Waterside area alone.

Yours sincerely



**Alison Michalska**  
Corporate Director,  
Children and Adults



**Nottingham**  
**City Council**

Our Ref: GreenwoodTrustLtr



Cllr David Mellen  
0115 876 3795



Cllr Gul Nawaz Khan  
0115 950 1607



Cllr Neghat Khan  
0115 9501607

**Strictly Private & Confidential**

Mr Wayne Norrie  
Chief Executive  
Greenwood Academies Trust  
Greenwood House  
Private Road No 2  
Colwick Quays Business Park  
Nottingham  
NG4 2JY

RECEIVED  
08 OCT 2018

2<sup>nd</sup> October 2018

Dear Mr Norrie,

We write as the local Councillors for Dales Ward, we would like to support Greenwood Academies Trust's bid for a primary free school in the Waterside area of Nottingham. They have a significant presence in the area supporting young people with both primary and secondary provision. We would consider this as a significant step in supporting the residents in this regeneration area.

Yours sincerely,



**Gul Nawaz Khan**  
Gul.khan@nottinghamcity.gov.uk



**David Mellen**  
David.mellen@nottinghamcity.gov.uk



**Neghat Khan**  
Neghat.khan@nottinghamcity.gov.uk

**City Councillors for Dales Ward**



**My Ref:**  
**Your Ref:**  
**Ref:**  
**Contact:** Paul Seddon  
**Email:** paul.sedon@nottinghamcity.gov.uk



**Development & Growth**  
Loxley House  
Station Street  
Nottingham  
NG2 3NG

**Tel:** 0115 8762797  
[www.nottinghamcity.gov.uk](http://www.nottinghamcity.gov.uk)

**Strictly Private & Confidential**  
Greenwood Academies Trust  
Greenwood House  
Private Road No 2  
Colwick Quays Business Park  
Nottingham  
NG4 2JY

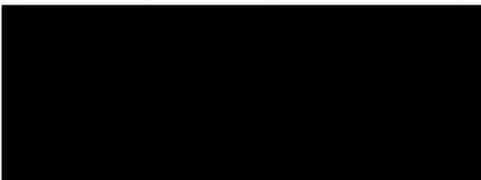
16 October 2018

To whom it may concern

**Re: Proposed Waterside School, Trent Lane, Nottingham**

I write on behalf of Nottingham City Council's Planning and Regeneration Directorate to confirm the planning framework to support the allocation of a school on the Waterside Regeneration area.

The emerging Local Plan Part 2 document, the Land and Planning Policies Document (LAPP), Revised Publication Version, was consulted on from 29 Sept-10 November 2017. This included site 'PA83 Waterside – Daleside Road, Trent Lane Basin' which identified education as a proposed use. No comments were received in relation to the proposed education use on the site at either the Publication Version or Revised Publication Version stages of consultation. The Local Part 2 is subject to Public Examination hearing sessions in Nov 2018 to assess its soundness with a view to its adoption in 2019. In addition a draft Supplementary Planning Document for Waterside is shortly to be consulted on which provides more detail on the location of the school. The Local Plan and SPD will be the basis for determining any future planning application for school. The City Council's Planning department would support the provision of a primary school in this location.



Paul Seddon  
Chief Planner



Department for Education

To whom it may concern

Sneinton Tenants and Residents Association

C/O 103 Port Arthur Road

Nottingham

NG2 4GD

28<sup>th</sup> October 2018

Dear Sir or Madam,

Re. Greenwood Academies Trust Proposal for Funding Provision for a New Primary Free School in the Nottingham City Trent Basin Development Area.

I am the Chair of the Sneinton Residents and Tenants Association (STARA), a long established group representing the interests of citizens in an area East of Nottingham. We have been active for in excess of 20 years and have a proud and productive track record of working closely with the City Council and other statutory agencies which has resulted in numerous changes and improvements to this part of the City.

On 23 October 2018, Mr Graham Feek, Greenwood Academies Trust (GAT) Deputy Chief Executive, supported by Ms Gill Callingham, a regeneration specialist at Nottingham City Council, attended the Sneinton Residents and Tenants Association meeting.

We were given an overview of the Trent Basin project, which aims to build approximately 1,200 new homes in this part of Nottingham City. As the development is very close to the Sneinton area, a discussion followed as to how it would impact on services, particularly that of school provision. Graham spoke to our Group about the GAT proposals to bid for funding for a new primary free school with 420 capacity and an additional 60 nursery provision places.

I and other residents are acutely aware of the pressure on services brought about by concentrated population growth and limited available housing stock. As such, we welcome the development of the Nottingham Trent Basin Area.

Whilst there is existing capacity in the local secondary school provision, there is currently none available to meet the demand for the primary school spaces that would inevitably be created with the projected 1,200 new homes. It seems clear that there is a pressing need for the provision of a new school in the development area and that without it, there would be an unacceptable mismatch of demand to capacity.

At the end of the discussion a vote was taken and there was overwhelming support for the GAT proposal to bid for funding from the Department for Education to finance the building of a new Free Primary School within the Trent Basin development area.

I have been impressed with the GAT commitment to education provision and am well aware that they have already brought about significant improvement to the educational opportunities for children in both this City and at other locations across the Country. I believe that GAT's well established track record as a Multi-Academy Trust speaks for itself and that they are the most appropriate organisation to meet the expanding educational demand in this part of Nottingham.

On Behalf of STARA, I would like to give my whole-hearted support to the GAT bid.

Kind Regards,



Greg

Greg Feltham

Chair STARA



## Appendix 4 (Annex B) – tri-fold leaflets circulated about the proposed Waterside Primary Academy Free School



### Why are we informing you?

We are engaging with parents and the wider community now to get your initial views about our proposal to open a Primary Free School; we can then feed your views back to the DfE as part of the application process.

We will undertake further consultation if our proposal receives approval from the DfE.

### Next steps

The application to open a new Primary Academy will be submitted to the DfE on 5 November 2018. If we are successful, we will attend an interview in early 2019 and the DfE will then announce approved applications in Spring 2019.

*These timings are based on the DfE's current timelines and are subject to change.*

**If you wish to comment on the proposal please email [gatnews@greenwoodacademies.com](mailto:gatnews@greenwoodacademies.com)**

### Further information

**Visit:** [www.greenwoodacademies.org](http://www.greenwoodacademies.org)

**Email:** [gatnews@greenwoodacademies.com](mailto:gatnews@greenwoodacademies.com)

**Follow us on twitter:** @GreenwoodAcad

**Follow Greenwood Academies Trust on Facebook**



GREENWOOD ACADEMIES TRUST

## A proposal for a new Primary Free School for Nottingham in the Trent Basin, Waterside area



*'Be inspired'*

## About the Greenwood Academies Trust

The Greenwood Academies Trust (GAT) successfully sponsors 34 open academies, educating approximately 17,000 pupils across seven local authority areas including Nottingham City, Nottinghamshire, Leicester City, Northamptonshire, Peterborough, Lincolnshire and Central Bedfordshire.

The Greenwood Academies Trust is a 'not for profit' organisation. Any income received is spent for the benefit of our pupils.

For more information about the Trust, please visit [www.greenwoodacademies.org](http://www.greenwoodacademies.org)

## Our proposal

In support of the Regeneration Project and new housing developments in the Trent Basin Waterside area of Nottingham, GAT are considering submitting an application to the Department for Education to propose to open a new Primary Academy as part of the Free School application process. We are proposing to open a 420 place Primary Academy with a 60 place nursery, to open in September 2021.

The Trust has support from Nottingham City Council (NCC) to open this new Academy to meet the future need for school places in the area. If this proposal gets approved, we will work with NCC to identify a suitable site for the new Academy.

## What is an Academy

An Academy is a publicly funded independent school, accountable to the Government, which provides free education in the local community. Funding to run the Academy is provided in the same basis as other schools and comes directly from the Government. If this proposal is approved by the Department for Education (DfE), in order for a new Academy to open, the Trust must enter into a Funding Agreement with the Secretary of State; at this point there would be further and more detailed consultation with stakeholders before the Secretary of State would enter into a Funding Agreement.

## Our experience

Within our Trust we have 34 academies and we have successfully opened six brand new provision schools, which include three Primary Schools, two new Special Schools and a Secondary School.

We pride ourselves on engaging with the local community, our pupils and business partners to ensure a new Academy can deliver the expectations of its key stakeholders. We are experienced in delivering high quality school buildings and successfully opening new schools, which is consistently recognised by Ofsted. In fact, all of our brand new academies have been rated Good or Outstanding at their first inspections.

## There are no limits

The proposed new Academy will ensure pupils reach their full potential, with no limit to what they can achieve. We will be committed to the highest of standards and will expect outstanding levels of achievement in all areas of academic and personal development and excellent behaviour.

## Raising aspirations

We will encourage pupils to develop a sense of personal responsibility so that they can each make a full contribution to their learning and to the community. The Academy will seek to raise aspirations and actively challenge low expectations.

The Academy will establish positive partnerships with parents and carers and provide strong and effective welfare and guidance services, with individual mentoring, to support pupils' academic progress and all-round development.

The Academy will offer high-quality curriculum opportunities through innovative approaches to learning.

## All our pupils matter

We want our pupils, no matter what their age or ability, to be proud to belong to the Academy and to be proud of their achievements.

Whatever our pupils' background, we want them to be in the best possible position to move on to a successful life beyond school – whether it is in education, training or employment.

pages 107-120 contained staff CVs and have been redacted

**Proposed Staffing Structure when full**

