



**The Gateway  
Primary Free School Bid  
May 2011**

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## Section 1: Applicant Details

## Section 1: Applicant Details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee	
Name	The Gateway Academy Trust
Company address	██████████ Essex ██████████
Company registration number	5853746
Charity number	1120136
Main contact	
Name	██████████
Address	As above
Email address	██████████
Telephone number	██████████
Members and Directors	
<p><b>Please confirm the total number of (a) Company Directors</b> <input type="text" value="5"/>  <b>and (b) any other members of the Governing Body</b> <input type="text" value="5"/> <b>appointed to date and list them below.</b>  <b>Please also confirm who the proposed Chair of the Governing Body is.</b></p>	
Name	██████████
Position	
Name	██████████
Position	
Name	██████████
Position	
Name	██████████
Position	
Name	██████████
Position	

Related organisations	
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation?	Yes
If Y, please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School	The Ormiston Trust: Sponsor of the Gateway Academy  One Community Development Trust: A local charity established by the Gateway Academy and focussed on supporting local regeneration and education activities.
If your organisation is an existing independent school, please provide your six digit unique reference number	883 6905

## Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards\* and the Funding Agreement with the Secretary of State.

██████████ Print Name: ██████████

Date: 16<sup>th</sup> May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

\* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

## Gateway Primary Free School

### Summary

- Our plan is to create a 3 form entry primary free school, with a nursery, in Tilbury, Essex.
- The Gateway Primary Free School will be co-located with the Gateway Academy and will be part of an all-through provision.
- The Gateway Learning Community will be created over time that will incorporate the Gateway Primary Free School, the Gateway Academy and other local primary schools.
- One Governing Body will be created with accountability for standards and outcomes for all pupils within the Gateway Learning Community.
- The Gateway Primary Free School will be a catalyst for improving the quality of learning and the breadth of the curriculum for all pupils locally.
- Co-located schools will provide opportunities for very creative approaches to learning with, for example:
  - Pupil groupings being defined by ability and not age
  - Year 5 and 6 pupils joining secondary aged pupils in 'vertical' tutor groups
  - Older pupils being 'reading buddies' for younger pupils
  - All pupils focusing on one common 'deep learning' experience for the day (an example of this might be Remembrance Day)
- Co-located schools will provide greater opportunities for primary and secondary teachers to learn from each other; to improve the quality of teaching; and to create the 'seamless' learning experience from Foundation to Year 13.
- The curriculum will be broad, balanced, imaginative and meaningful: it will be personalized to accommodate the needs and interests of all pupils with a relentless focus on literacy and numeracy.
- All pupils will be set individual targets with short term learning goals to support their progress. Those falling behind their targets will be part of an intervention programme.
- The catchment area for the new school will serve one of the most deprived communities in the south-east and will have a significant impact in raising aspirations and reversing community decline.
- The Gateway Primary Free School will benefit from the support of the Ormiston Trust and Ormiston Education and will continue the transformational work started by the team at the Gateway Academy.
- Economies of scale will be created as the learning community grows with centralized HR, Finance, Site, Procurement, ICT, CPD and general administration services.
- The Learning Community will provide a dynamic, innovative, leading-edge environment that will attract and retain the best quality teachers and will also act as a highly effective training environment.

## Section 2: Outline of the School

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The Gateway Primary Free School will open in September 2012 for Year 6 pupils. They will be taught and accommodated in the existing Gateway Academy building whilst the additional classrooms for the free school are being built. We hope that the new building will be available in 2013.

Proposed school name	The Gateway Primary Free School							
Age range	Primary							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.  If your application includes nursery provision, please add additional rows as appropriate.		2012	2013	2014	2015	2016	2017	2018
	Nursery		60	60	60	60	60	60
	Foundation		90	90	90	90	90	90
	Year 1		90	90	90	90	90	90
	Year 2		90	90	90	90	90	90
	Year 3		90	90	90	90	90	90
	Year 4		90	90	90	90	90	90
	Year 5		90	90	90	90	90	90
Year 6	90	90	90	90	90	90	90	
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	There are 945 pupils currently on roll at the Gateway Academy. This represents full capacity for Year 7-11 pupils with additional capacity available as the 6 <sup>th</sup> form grows. The latest Ofsted inspection and inspection by an Ofsted team are included in Annex 1 and Annex 2.							
Will your school have a religious character (ie, be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No							
Is this an application for a single-sex school?  If so, please tick the relevant box.	N.  If Y, please tick one of the following boxes: <input type="checkbox"/> Girls <input type="checkbox"/> Boys							
Local authority area in which the school would be situated (and if near to a LA boundary, please include names of neighbouring LAs).	Thurrock							

## Section 3: Educational Vision

## Section 3: Educational Vision

1. The Gateway Academy, with the support of the Ormiston Trust, has transformed local educational provision at secondary age and now has the capacity to develop partnerships to transform the provision for all primary aged pupils in Tilbury and Chadwell.
2. This initiative has been developed by a partnership that includes: the Gateway Academy, the Ormiston Trust, local parents and our partner primary schools.
3. Our vision is to build a three-form entry primary free school (age Foundation-Year 6) with a nursery on the site of the Gateway Academy (Tilbury, Essex) to create an all-through academy that will, in turn, form the hub of a learning community, under one Governing Body, comprising the all-through academy and its partner primary schools.
4. The Gateway Primary Free School will provide the highest quality teaching with a relentless focus on developing key skills such as literacy and numeracy within a broad, balanced, carefully crafted and challenging curriculum and an ethos that celebrates success; develops independent learning and ambition and never loses sight of the need to develop every young person to be a successful global citizen.
5. The distinctive features of the Gateway Primary Free School will include:
  - A partnership with the Gateway Academy with its proven track record on improving provision and raising standards;
  - A seamless learning experience from the Nursery/Foundation Stage to Year 13 without typical 'dips' in learning between key stages;
  - Year 5 and 6 pupils taught by subject specialists in English, Mathematics and Science;
  - The secondary specialist staff from the Gateway Academy will support the development of the curriculum and will provide regular training and support for non-specialist teachers;
  - Gifted and Talented pupils will be 'fast-tracked' to sets in higher year groups in order to provide them with appropriate challenges (this will include moving primary aged pupils to secondary aged classes);
  - The teaching day will be extended for those targeted pupils who fall behind the expected level in English, Maths and/or Science;
  - Additional study classes and extra-curricular opportunities will be provided during each holiday period as part of the Extended Provision Programme;
  - A team of Inclusion and Outreach workers will ensure that targeted pupils and their families are provided with the necessary support to help them access schooling;
  - Older pupils from the Gateway Academy will provide mentoring, and learning support for younger pupils;
  - Year 5 and 6 pupils will join secondary aged pupils in vertical tutor groups and will explore a wide range of issues within the tutor curriculum (this will take place for 20 minutes each day);
  - All pupils will belong to one of four Colleges and will come together with older pupils from the Gateway Academy for a wide range of competitive sporting, arts, and literary events as well as charity days and enrichment ('WOW') days.

## The wider vision of the free school we are confident that we can achieve

6. Imagine an environment where every child:
  - is encouraged to dream and to set goals for the future whilst being inspired in the present to work to achieve them;
  - has a sense of belonging in an environment where every young person is valued, celebrated and acknowledged as a unique individual;
  - takes responsibility for who and what they want to become;
  - is disciplined and diligent, polite, considerate, supportive of others, ambitious for themselves, their school, their peers, their family and their community;
  - has a personalised, seamless curriculum from Year 1-11, that is the product of joint working between primary and secondary teachers;
  - is tracked at every step of the way with rigorous intervention strategies applied as necessary so that they make outstanding progress;
  - can read fluently before the end of Key Stage 1;
  - has a firm grasp of number and learns to apply this knowledge in an increasingly challenging and sophisticated manner;
  - can use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and every day contexts;
  - develop personal and interpersonal skills to allow them to take control of their own learning and development;
  - understands their place within their community and strives to make it the best it can be.
7. Imagine a school:
  - where the minimum expectation is that every child achieves the national end of key stage expectations;
  - that is characterised by an enthusiasm and desire to learn new things;
  - where excellence in sport and the arts is achieved within an inclusive culture;
  - where teaching is outstanding and where teachers of the future are trained;
  - where value for money and economies of scale such as centralised administration, finance, IT, site management and procurement etc. allow for resources to be focussed where they can have maximum benefit;
  - where information technologies connect every young person to the wider world, helping them to understand their place in an every changing globalised society but without ever losing sight of their history and heritage;
  - That acts as a hub to transform the learning outcomes of all local primary aged pupils;
  - That supports the wider community helping to raise aspirations, improve health and well-being: to raise life-expectancy and contribute to locality regeneration through positive action to create the 'big society'.

The Gateway Primary Free School will be such a school. Where all are different and all are equal ... a thriving and prosperous place where people from all different backgrounds are equal, and where everyone matters whether boy or girl, settled or new, black or white. Imagine an environment where all groups feel that they are treated fairly, and that they have responsibility to others that transcends the difference between them. An environment where people celebrate diversity and where they don't see individual differences as a barrier to the success of the whole community.

## Aims of the Gateway Primary Free School

8. We are ambitious, focussed, passionate and determined that every one of our students has a right to be fully supported on their journey towards their potential. We seek to be a place of learning, where students and staff work hard and also enjoy themselves. Among many other things, we aim:
- to involve all staff, governors, students and their parents/carers in the continuing development of the school;
  - to enable and encourage all our students to realise their full potential, and develop their self-esteem;
  - to develop each individual taking into account specific needs, aspirations and talents, within a context of equality of opportunity for all;
  - to demand from all members of the Gateway community a sense of fairness, integrity, tolerance, respect for others and for the environment;
  - to develop a sense of togetherness, characterised by shared values and an enthusiasm for learning;
  - to celebrate success across the full range of worthwhile endeavours;
  - to provide a broad, balanced and challenging education that prepares all students for successful lives and careers;
  - to develop strong and mutually supportive partnerships with parents and with the wider community and to be an integral part of that community.

## Location and Context

9. This initiative aims to provide a radical alternative to existing local provision that has under-performed for many years and has left a significant number of struggling pupils to make up lost ground. Thurrock Local Authority currently ranks 149/151 for attainment in its' primary schools at the end of Key Stage 2: and the performance of existing Tilbury LA maintained primary schools are the poorest within Thurrock and rank on the 100th and 97th percentiles for attainment at the end of Key Stage 2.
10. Tilbury is situated by the River Thames in the small unitary authority of Thurrock within the county of Essex. The local population is predominantly white, working class, however, in recent years there has been a significant and accelerating change to the ethnic profile due to immigration and to the 'overspill' from London.
11. Employment within the local area today is typically low skilled and low paid. Unemployment is significantly higher than the national average.
12. The Free School will draw its students from three wards: Chadwell St Mary, Tilbury Riverside and Tilbury St. Chad's, together they represent the most deprived areas in Thurrock and are in the lowest quartile nationally for every index of deprivation including education and child poverty (Evidence ODPM Indices of Deprivation).
13. The challenges faced by the community of Tilbury have affected children, young people and families living in the area for a number of years: 50% of all Tilbury residents aged 16-74 have no qualifications. This is the highest percentage in Thurrock and compares with 29% nationally. (Source: Joint Area Review December 2006 (Doc. 26).
14. The 2001 census of population indicated that these wards which will feed the Free School have the highest percentage of overcrowded households (RAISE On-line 2008 (Doc 20).
15. Where crime is concerned, Tilbury ranks 405/32,482 of all Super Output Areas. Tilbury is defined by Essex Police as a 'category 1' crime area.
16. The average life expectancy of residents in Tilbury is 10 years lower than elsewhere in Thurrock. (Source: PCT).
17. The prevalence of smoking in the community is one contributing factor. It is estimated that 42.6% of the community smoke compared with 25.8% in England.

18. There are significantly higher rates of teenage pregnancy in Tilbury than both the Thurrock average and the national average. (Source: Joint Area Review December 2006 (Doc. 26).
19. The Gateway Academy has an Average Point Score on entry of 25.2, which is substantially lower than the national average (2.6 points below). To sustain the improvement made at secondary level, it is imperative that the issues at the primary phase are addressed: these include: poor teaching; inefficient and ineffective use of resources; poor learning environments and severe difficulties in recruiting and retaining leadership.

## The Gateway Academy

20. The Gateway Academy was established in 2006 with the Principal and his team taking control in April 2007. The Academy relocated to its new site in 2008.
21. Key outcomes are as follows:

Year	5+A*-C Level 2 inc. En and Ma	5+A*-C Level 2	KS4 CVA	% Attendance	% NEET
2006 (predecessor school)	5	13		84	18
2008	17	49	1002.3	90.2	18.22
2009	31	77	1020	92.4	9.9
2010	42	88	1026	92.7	4.5
2011 (predicted)	56	90	TBC	93	TBD

## The Ormiston Trust

22. The Ormiston Children and Families Trust works to promote the well-being of children and young people, especially those disadvantaged by their life experiences or circumstances. The Gateway Academy was the first to be sponsored by the Trust and now is one of many Ormiston Academies working together to raise standards.
23. The Trust has a vision of a fully extended school which involves students, parents, teachers, businesses, other schools/ colleges, Thurrock Council, other voluntary agencies and members of the local community and by working together all can benefit. High academic attainment for students is of course important but beyond this we wish to have happy, motivated children who enjoy good relationships with their peers, teachers and parents. Projects and programmes before school, after school and during school holidays will present opportunities for school and community interaction which will enhance student attainment and fulfillment.
24. We welcome and will assist 'Community Champions' and those who wish to develop new initiatives whether for sports, arts, recreational, social, IT or for whatever purpose, as long as they improve the lives of children, parents and local people.



## Support

25. Our proposal has the wholehearted support of:

- Jackie Doyle-Price, MP (see Annex 12, Letter of Support)
- The Gateway Academy Governing Body
- Parents and students of the Gateway Academy and the wider locality
- The Gateway Academy staff
- The Ormiston Academies Trust
- Ormiston Education
- Key stakeholder/ partners (including business leaders/ PCT/ local councillors)
- The leaders of local primary schools

## Section 4: Educational Plan

## Section 4: Educational Plan

### Structure of the School

26. The Gateway Primary Free School will be part of a larger learning community. In the first instance this will include the Gateway Primary Free School, the Gateway Academy and Herringham Primary School (which is in consultation regarding academy status). It is anticipated that other local primary schools will join the Learning Community within the next two years (see the Learning Community Structure below).

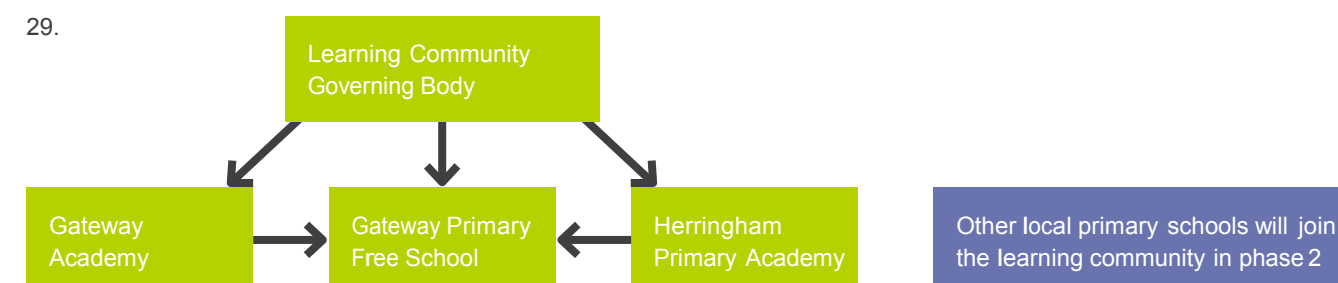
27. The Principal of the Gateway Academy (██████████) will lead the Free School with the (██████████) taking the role of The Director of Primary Learning (this will span all primary partners). This role will ensure that there is a consistent curriculum design and delivery across all primary schools within the learning community. The Director of Primary Learning will liaise with the specialist staff at the Academy to ensure that the curriculum maximizes progression and continuity for all pupils.

28. The key features of the Gateway Primary Free School are as follows:

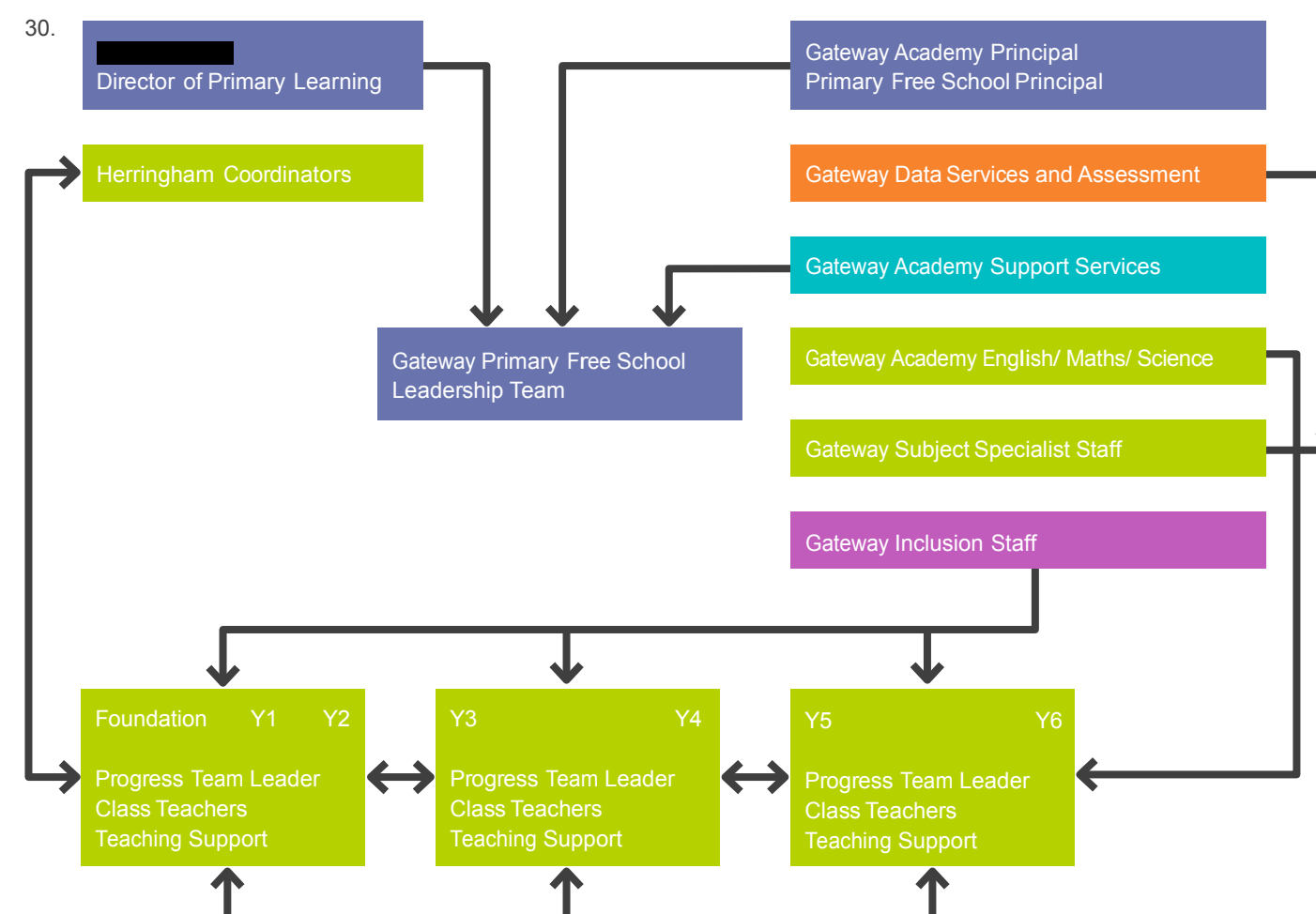
- It will form part of an all-through seamless learning experience with the Gateway Primary Free School and the Gateway Academy providing a tailored curriculum for each pupil from Nursery/ Reception to Year 13 and developing life-long learning beyond school;
- It will be part of a wider learning community with a single Governing Body ensuring single accountability for the outcomes for all pupils (see Learning Community Structure below). It is anticipated that a second phase will develop in the near future that will involve all the local primary schools;
- It will have a strong community focus to further raise local aspirations and contribute to community development and regeneration. Family learning and outreach support will be key features of the school's inclusion policy;
- The Nursery provision will open for up to 60 children in morning and afternoon sessions with places for up to 30 children in each session. We will also provide 'wrap-around' extended child care from 7.30am to 6pm every school day to deliver effective family support.
- The Gateway Primary Free School will be structured into 3 divisions. Each will be led by a Progress Team Leader who will be line-managed by the Director of Primary Learning
  1. Reception, Year 1 and Year 2 (there will be one entry to Reception in September)
  2. Year 3 and Year 4
  3. Year 5 and Year 6
- There will be 3 forms of entry in each year (Foundation to Year 6);
- Year 5 and 6 pupils will be taught by subject specialists in English, Maths and Science;
- In Year 5 and 6, pupils will be placed in ability sets for English, Maths and Science to target the teaching to address focused needs;
- Gifted and Talented pupils will potentially be 'fast-tracked' to teaching groups in higher years (including Years 7-11) to ensure that they are challenged at an appropriate level;
- Older pupils from the Gateway Academy will work with targeted younger pupils to help progress their literacy and numeracy skills;
- The Gateway Academy's specialisms of Arts and Engineering will provide a broad range of opportunities for pupils of all ages;
- Specialist teachers from the Gateway Academy will support curriculum planning and provide subject specific training;
- The (██████████) (Director of Primary Learning) will oversee the development of high quality teaching pedagogy;

- The Vice Principal Inclusion from The Gateway Academy will implement attendance/ behaviour and wellbeing strategies;
- Assistant Principal Standards from The Gateway Academy will establish whole school, teaching group and pupil targets; will track progress and establish intervention strategies as necessary;
- All administration, site, IT and catering services will be provided directly by the Gateway Academy.

### Learning Community Structure



### Gateway Primary Free School: Structure



## Gateway Primary Free School: Staffing Structure

31.

Principal (Gateway Academy) Director of Primary Learning (Herringham Primary School) Vice Principal (Inclusion) (Gateway Academy) Assistant Principal (Assessment and Data) (Gateway Academy) Assistant Principal (Teaching & Learning) (Gateway Academy) Assistant Principal (Curriculum) (Gateway Academy) Heads of College (Gateway Academy)										
F	Y1	Y2		Y3	Y4		Y5	Y6		
Progress Team Leader Class Teacher Class Teacher HLTA TA				Progress Team Leader Class Teacher Class Teacher HLTA TA				Progress Team Leader Class Teacher Class Teacher HLTA TA		
Teacher of Spanish (Gateway Academy) Instrumental Teachers (Thurrock Music Services)										
Learning Mentor: Red College Learning Mentor: Yellow College Learning Mentor: Blue College Learning Mentor: Green College										
ICT Support (1 FTE) Administration (1 FTE) Administration (1 FTE) Site Staff (0.6 FTE) Cleaning Staff (1 FTE)										

## Admissions

32. The Admissions criteria and arrangements are fundamental to the rationale for, and delivery of, the Gateway Primary Free School.
33. The overwhelming majority of children attending the Free School will come from a quite small, but rapidly growing, area of Tilbury – see Annex 3. (The Local Authority in their latest school population projections indicate that a new Primary School will be needed in this area by 2014/2015). See Annex 8
34. Currently, many children in this area apply to the Gateway Academy for their secondary age schooling but are unable to obtain admission. This reflects :
- The outstanding success of the Gateway Academy
  - The rapidly growing school-age population in the area

35. The admissions number will be 90 students. The Free School will admit 90 students in the relevant age group each year – from within the agreed admissions area.
36. Students will not be admitted above the published admission number – or from outside the admission area – unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State for Education.
37. The Free School will serve one of the most disadvantaged communities in the South of England – a community where life expectancy is ten years lower than the rest of Thurrock.

## Process of Application

38. The Free School will follow a timetable each year which will fit with the admissions timetable for the Gateway Academy, other schools within the Gateway Learning Community and, as agreed, with the common timetable used by the Thurrock Admissions Forum.
39. This process will provide for, inter alia, a published prospectus in early Autumn, opportunities for parents/carers to visit the school, and an application form.

## Consideration of Applications

40. The Free School will consider all applications for places from within the admissions area. Where fewer than 90 applications are received from within the admissions area the Free School will offer places to those who have applied from outside the area on a 'straight line' basis (ie, nearest to the school) – up to the 90 place limit.

## Process where the Gateway Primary Free School is over subscribed

41. Where the number of applications for admission is greater than the published admissions number, applications will be considered against the following criteria:
- Children who are in the care or interim care of a local authority pursuant to sections 31 and 38 of the Children's Act 1989, or children who are accommodated by a local authority pursuant to section 20 of the Children's Act 1989.
  - Admission of students whose siblings currently attend the Free School and who will continue to do so on the date of admission;
    - For the purpose of allocating places, sibling means :
      - Full sibling living at the same address as the applicant
      - Step sibling living at the same address as the applicant
      - Half sibling living at the same address as the applicant
      - Long term foster sibling living at the same address as the applicant
  - Children with a Statement of Special Educational Needs are allocated school places under different regulations and will override all other categories or priority.
  - A lottery for the remaining places
  - Waiting List – If there are no places available, parents/guardians must confirm in writing to the Free School if they wish to have their application placed on the waiting list. The waiting list will be maintained in order of the oversubscription criteria and not in the order in which applications are received or added to the list. Names are normally removed from the list after six months unless parents/guardians submit a written request asking for their application to remain on the waiting list.

## Mid-year admissions and admissions for Year Groups other than Reception

42. Parents/carers wishing to make an application should submit the Admission Form to the Free School.
43. The Free School will maintain a waiting list and allocate available places against the criteria set out above.

## Arrangements for Appeals Panels

44. Parents will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Free School. The Appeal Panel will be independent of the Free School and will be composed of three members who will include:
  - a) at least one lay member. Lay members are people without personal experience in the management or provision of education in any school (though it is permissible to use people who have experience as governors of other schools, or who have been involved in education in any other voluntary capacity); and
  - b) at least one person with experience in education who is acquainted with educational conditions in the area, or who is the parent of a registered pupil at a school.
45. The arrangements for appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education as it applies to Foundation and Voluntary Aided schools.
46. Parents will normally have 14 days after notification of a place not being offered at the Free School to lodge an appeal. The notification will indicate the reasons for refusal of a place and of the right of appeal.
47. Parents wishing to appeal against an admission decision by the Free School should send a completed appeal form to the Clerk to the Appeal Panel at the address given on the appeal form. Other documents may be submitted in support of an appeal and should be lodged with the Clerk to the Appeal Panel not less than 7 days before the appeal hearing.
48. Parents will be given 14 days' notice of the appeal hearing, unless they agree to a shorter period of notice. At least 7 days before the hearing the Free School will provide the parent with a written statement detailing the reasons why it has not been possible to allow the child to attend the Free School. The Appeal panel will have the discretion to refuse to admit late evidence.
49. The Clerk to the Appeal Panel will, if possible, inform parents of the Appeal Panel's decision on the day of the hearing. In the case of the appeal hearings taking in excess of one day the Clerk to the Appeal Panel will contact parents with the decision on the final day of the hearings. The parents will also be informed of the outcome in writing within 14 days of the date of the hearing. In the case of unsuccessful appeals the Appeal Panel will give the parents their reasons for not upholding the appeal.

## Consultation

50. The Free School shall consult each year (by 1 March) on its proposed admission arrangements. The Free School will take part in the local admission forum for the Thurrock area. Any proposed change to the admission numbers will need to be sanctioned by the Secretary of State for Education.

## Determination and Publication of Admission Arrangements

51. Following consultation, the Free School will consider comments made by those consulted. The Free School will then determine its admission arrangements by 15 April of the relevant year and notify those consulted what has been determined.

## Publication of Admission Arrangements

52. The published arrangements will set out:
  - the name and address of the school and contact details;
  - a summary of the admissions policy, including oversubscription criteria;
  - numbers of places and applications for those places in the previous year;
  - arrangements for hearing appeals.

## Representations about Admission Arrangements

53. Once the admission arrangements have been determined and published, the Free School will propose changes only if there is a major change of circumstances. In such cases, the Free School will consult those consulted under paragraph 11 above and will then apply to the Secretary of State setting out:
  - a) the proposed changes;
  - b) reasons for wishing to make such changes;
  - c) any comments or objections from those entitled to object.

## Curriculum and Organisation of Learning

54.

Weekly lesson time		
Age range	Core hours	Intervention
3-5 years old	10	
5-7 years old	21.0	1.5
8-11 years old	23.5	2.5

## The Academic Year

55. The standard year will be divided into 6 half-terms and span 195 days. However, extended provision will provide opportunities to engage in a wide range of learning activities throughout the year.

## The Curriculum

56. In developing our curriculum model, we have taken into consideration the recommendations of the Cambridge Primary Review, The Rose Review and current best practice. The curriculum for pupils between the ages of 3-11, will be organised into 6 areas of learning.

3-5 Years	5-11 Years	11-14 Years
Communication, language and literacy	English, communication and language Spanish	English Spanish
Personal, social and emotional development Physical development	Understanding physical development, health and wellbeing	Personal, social, health and economic education Physical Education
Knowledge and understanding of the world	Historical, geographical and social understanding	Citizenship History Geography
	Scientific and technological understanding	Science Design and Technology
Creative development	Understanding the arts	Art & Design Music Dance/ Drama
Problem solving, reasoning and numeracy	Understanding mathematics	Mathematics
	ICT across all areas of learning	ICT

## Curriculum Aims

Our curriculum will have the following aims:

57. Individual Achievement

- All pupils will have secure basic skills in Literacy/Mathematics and ICT;
- The curriculum will enable pupils to explore, develop knowledge and understanding and make sense of the world;
- Children will be empowered to demonstrate their knowledge and skills in a variety of ways;
- The curriculum will emphasise the importance of dialogue, communication and oracy.

58. Personalised Learning

- The curriculum will be relevant and meaningful to all learners;
- It will provide experiences that will engage, motivate and inspire learners and their parents/ carers;
- It will enable pupils to establish who they are, what they aspire to be and how that influences their learning.

59. Personal development and wellbeing

- All pupils will have a well-developed understanding of themselves, others and the wider world;
- All pupils will develop a set of core values to include respect, confidence and aspiration;
- The curriculum will promote interdependence and sustainability between individuals, groups, communities and nations;
- It will empower local, national and global citizenship;
- It will celebrate culture and community.

## Areas of Learning

**60. Understanding English, Communication and Language**  
(Language, oracy and literacy)

This lies at the heart of the curriculum and includes spoken language, reading, writing, literature, communication, a modern foreign language and ICT. There will be opportunities for children to explore, identify and make choices about the most effective methods of communication. They will explore how language is used to share ideas, structure thinking and influence others. Their imagination is ignited and they develop a love of language and literature.

**61. Understanding Mathematics**  
(Mathematics)

This area includes numbers and numeracy, financial literacy, patterns, shapes, measures and data handling. Children will develop reasoning skills, and are curious and excited to try different approaches, find solutions and make connections to real life contexts. They will be able to communicate and demonstrate their knowledge orally, using symbols, diagrams and ICT. Children's mathematical experiences will help to prepare them to make a positive contribution to our economy and society.

**62. Understanding physical development, health and wellbeing**  
(Physical and emotional health)

This area lays the foundations for the development of children as healthy and confident individuals. Children develop their self confidence and aspirations and are able to respond positively and make appropriate choices when faced with challenges. They recognise their personal and shared responsibilities and work collaboratively to meet them. They develop good habits and an understanding of the importance of a healthy lifestyle in a range of contexts. Children acquire, practice and refine skills in different disciplines.

**63. Historical, geographical and social understanding**  
Citizenship and ethics/ Faith and Belief/ Place and time

This area helps children to make sense of the world and understand how the past has influenced our culture and society. They explore, compare and contrast places. It equips children with a sense of belonging and interdependence and inspires them to make responsible decisions to ensure a sustainable future. They understand that there are core values and morals that shape how communities locally, nationally and globally work together. They develop a sense of fairness and justice.

**64. Scientific and Technological understanding**

This area is fundamental to exploring, respecting and influencing the world in which we live. Children are able to wonder, question, investigate and engage with information and find solutions in order explain the world we live in. They explore how humans, science and technology work together to generate, innovate and invent new products, ideas and technology.

**65. Understanding the Arts and creativity**

This area makes a key contribution to children's development and enables them to see themselves as artists, designers, musicians and performers. They find enjoyment, purpose, achievement and fulfilment in artistic expression and creativity. They develop their skills in being independent, creative and risk taking learners who are able to respond in an appreciative and critical way to a wide range of art forms from different cultures, contexts and traditions. Creative thinking and skills are broadened and enriched to infuse every learning experience and process.

## Curriculum Proportions

66.

F	Y1	Y2	Y3	Y4	Y5	Y6
Communication, Language and Literacy	(20%)	English, communication and language	(20%)	English	(20%)	
Problem solving and numeracy	(20%)	Spanish Understanding	(4%)	Spanish	(4%)	
Personal and emotional development	(20%)	Maths Understanding	(20%)	Mathematics	(20%)	
Physical Development	(20%)	physical development, health and wellbeing	(8%)	PSHE	(6%)	
Knowledge of the World	(10%)	Historical, geographical and social understanding	(10%)	PE	(8%)	
Creative Development	(10%)	Scientific and technological understanding	(14%)	Humanities	(10%)	
		Understanding the arts	(10%)	Science & Technology	(14%)	
		ICT	(8%)	Arts	(10%)	
				ICT	(8%)	

These proportions represent the standard curriculum offer for a pupil who is on track to achieve their target. If a pupil is failing to meet one or more of their key targets their curriculum will be adjusted accordingly (this may include additional time at intervention classes before and after school).

67. Within this framework teachers from across the learning community will work together to design the curriculum to ensure that progression and continuity is achieved with the aim of providing a seamless learning experience for all pupils from Reception to Year 13.

68. We will ensure that all teachers have:

- High ambitions for all their pupils;
- A secure knowledge of what is to be taught and learned;
- A command of a broad repertoire of teaching strategies and skills;
- A thorough knowledge of a broad range of assessment strategies;
- A well-developed framework of educational aims and values within which to work.

69. We will ensure that all teachers:
- Plan their lessons to meet the needs of all learners;
  - Explain things carefully to learners at the start of the lesson so they know what it is about;
  - Move forward in measured steps;
  - Keep all pupils well informed about where they are, where they are going and what they need to do to get there.
70. Inspired by Chinese schools' exercise regimes, each day at the Gateway Primary Free School will start with an exercise programme that will be choreographed and led by pupils and groups of pupils.
71. Each day, pupils who are at risk of not achieving their target in English or Mathematics will attend a breakfast club for small group tuition.
72. Schemes of Work at Key Stage 3 will be adjusted in light of the improved consistency of curriculum planning at Key Stages 1 and 2. It is anticipated that improved progression at Key Stage 2 will lead to improved outcomes at Key Stages 3 and 4.
73. Pupils at Key Stage 1 will be taught to read using a synthetic phonics programme. There will be core text list containing high quality literature both classic and modern.
74. Play and the 'outdoor curriculum' will play a significant part in the learning experience of pupils. This will be a key feature in developing pupils' motivation and ability to learn as well as developing their personal and inter-personal skills. Outdoor learning will include shelters, conservation areas, allotments etc to be used during both formal and informal learning.
75. All pupils at Key Stage 2 will be taught Spanish by a qualified linguist (French will also be offered as an Extended Curricular activity).
76. The locally agreed Sacre RE syllabus will be delivered.
77. All pupils will have the opportunity to learn a musical instrument as part of the Gateway Academy's partnership with Thurrock Music Services
78. All pupils will have access to a wide range of extended curricular activities currently available at the Gateway Academy. This includes:
- A wide range of team sporting
  - Dance classes
  - Instrumental tuition
  - International cookery classes
  - Climbing wall activities
  - Academic 'catch-up'
  - Jump-Up
  - Orchestral residencies
  - Royal Opera House activities
  - Technology Club
  - Gateway Growers
  - Spanish and French classes

There will be an area within the school designated as a 'calm zone' to provide pupils with the space to reflect, talk and make appropriate choices.

79. Pupils will develop as global citizens and members of a culturally rich community through a curriculum that will be enhanced through existing partnerships with schools in Kenya, China, Pakistan, Nepal and Canada (The Gateway Academy achieved the International School's Award in 2010).
80. The academic year will be divided into a sequence of themes that will be a starting point for planning in key subject areas. Planning for English, Mathematics and Science will be influenced where appropriate but will also be taught outside of this structure.
- Cross-curricular approaches will underpin curriculum planning to promote engagement, a sense of purpose, and a context for learning. Planning for English will underpin the development of this cross curricular approach. A wide range of activities will stimulate learning and provide this context. Structured links between subjects will ensure children's knowledge, skills and understanding are embedded through the application of a range of interesting and exciting themes. A possible set of themes are as follows:
- Autumn 1 **Grand Design** – Science/Art/Technology focus
  - Autumn 2 **Inspirational People** – History, Citizenship/ PSHE focus
  - Spring 1 **An Eye on London** – Geography focus
  - Spring 2 **Take 1 Picture** – Art/ Humanities focus
  - Summer 1 **Let's Invent** – Science/Technology focus
  - Summer 2 **I am a global citizen** – Citizenship/ Science focus

## Pupils with SEN or a Disability

81. The Gateway Primary Free School will have full regard for the SEN Code of Practice and will adopt and modify the structures and processes currently employed at the Gateway Academy. In the recent Ofsted team report (see Annex 2) the provision for pupils with SEN was judged to be 'good with outstanding features'.
82. All pupils, including those with SEN, have a right to access a broad and balanced curriculum. However, there will be pupils whose needs are such that they require tailored provision in order to secure the basic skills to access the broader curriculum at a later stage and to be equipped for learning, and life beyond school.
83. Pupils with SEN will have an Individual Learning Plan that will be negotiated between the school, parents and the Local Authority. This will be the catalyst for intervention, individual support and a differentiated learning experience where appropriate.
84. The Gateway Primary Free School will fully comply with the Disability Discrimination Act guidance. We will ensure that there is equal access to lessons and activities through the acquisition and use of appropriate resources. Staff will also be trained to meet the particular needs of pupils as they arise.
85. The progress of pupils with a disability or SEN will be tracked against their personal targets with a review of provision and rigorous intervention applied if they fall behind. Intervention is likely to include the active participation of a wide range of external agencies and other professionals.
86. Like the Gateway Academy, the Gateway Primary Free School will have full regard to equality of opportunity and will make every effort to ensure that all pupils have full access to activities within the school day and beyond.

## Organisation of Pupils

87. The basic structure of year groups divided into teaching groups (normally comprised of 30 pupils per class). However there will be movement between classes and year groups according to the pupils specific learning needs, for example a talented Year 5 musician may find that the necessary challenge for them comes from a GCSE class within the Academy.

88. There will be a review the end of each term that will ensure that pupils are placed in the appropriate groupings.
89. During the school day, either at Breakfast Club or at the end of the 'formal day', pupils who are assessed to be at risk of not meeting their targets will be required to attend small group intervention classes to support their learning. This will also apply to pupils whose behaviour is causing some concern and who would benefit from additional support.
90. Year 5 and 6 pupils will be set by ability for English, Mathematics and Science and will be taught by subject specialists.
91. Depending on the profile of the cohort, where appropriate, Year 3 and 4 pupils will be set for Maths. They will work in mixed ability groups for English.
92. Year 5 and 6 pupils will join vertical tutor groups of secondary aged pupils for a 20 minute session per day. Reception to Year 4 will also have regular 'vertical' learning experiences which could be a joint problem solving activity, art work, class discussion etc.
93. A nurture group will be established for pupils who find it difficult to work within a mainstream setting.
94. Classes across the Gateway Primary Free School will be timetabled to use the specialist facilities of the Gateway Academy including: Sport, Science, Food and Hospitality, Design and Technology, Music and Art.
95. Every pupil will belong to one of four Colleges where a wide range of in-class and extra-curricular activities, such as an annual Eisteddfod, will help to develop healthy competition; a sense of fairness; and a sense of belonging.

## Pupil Development and Achievement

96. The Gateway Academy Free School will comply with any guidance issued by the Secretary of State in relation to the assessment of pupils' performance.
97. The Gateway Academy Free School will make its assessment of pupils' progress public as required by the Secretary of State.
98. There will be strict lines of accountability that will be monitored through the performance management process. The Principal will be responsible for ensuring that all targets are achieved and will distribute accountability to ensure that the key focus is to continue to raise standards.
99. On entry each pupil will be assessed against the Development Matters Framework in order to set a baseline upon which to track progress.
100. Each pupil will be assessed against the Early Years Foundation Stage Profile at the end of the school year in which they turn 5, setting out their progress and achievement;
101. In Key Stage 1, each pupil will be expected to make at least a level, or six points of progress each year in English, Maths and Science. In Key Stage 2, every pupil will be expected to make 2/3rds of a level of progress every year. All pupils at the end of KS1 will achieve a minimum of level 2b in English and Maths with a significant majority achieving Level 3 (these will be translated to L5 at the end of Key Stage 2 and to an A\*-C grade by the end of Key Stage 4).
102. Each pupil will be set an End of Year and End of Key Stage target with a number of milestones to be achieved along the way. Teachers will measure progress against these targets formally at the end of each half-term with intervention strategies in place for those pupils falling behind.
103. Each pupil will have an Individual Learning Plan (ILP) that will set goals and targets from Year 1-13. It will also provide qualitative comments regarding a pupil's physical, social and moral development as well as being a repository for examples of good work.
104. Parents and carers with computer access will have immediate access to their child's ILP, key assessment information and other performance details such as attendance and behaviour via the E-Portal.

## Behaviour and Attendance

105. At the Gateway Primary Free School, positive behaviour, attitudes and actions will contribute towards effective teaching and learning and high standards of achievement. Positive behaviour is essential to create a welcoming, safe, orderly and purposeful environment. We will help and encourage all pupils to take responsibility for their behaviour and to develop self-discipline.
106. We aim to ensure that good behaviour is noticed and acknowledged. It is our intention to give regular feedback to pupils and their parents/carers. We believe in the effectiveness of positive role-models and encouragement for all pupils and it is our intention to encourage and reward extensively.
107. The following are examples of the strategies to be used:
  - Praise and congratulations by a member of staff in the classroom and around the school.
  - Regular marking of work with opportunities taken to celebrate success
  - Letters of praise to parents/carers
  - Celebration Assemblies
  - Presentations and awards
  - An annual Awards Ceremony
  - Good news postcards
108. We believe that pupil involvement in school life such as inter-College competitions, productions, charity events; Student Council, etc. will contribute towards encouraging students to take responsibility by acting positively.
109. Each member of staff at the Gateway Primary Free School will have a responsibility to play their part in achieving and maintaining high standards of behaviour. This will largely be achieved through teaching that meets the learning needs of each individual and is motivational. All adults will be encouraged to praise success and to deal sensitively with behavioural issues. There will be a wide range of sanctions that can be applied to help pupils to address their poor behaviour. It is our belief that poor behaviour will not be corrected if staff employ methods that use humiliation, sarcasm and confrontation. It is our firm intention that these will never be used at the Gateway Primary Free School.
110. We will negotiate a framework with pupils within which they will be expected to operate. An example of such a framework follows:

### A provisional Pupil Code of Conduct

At the Gateway Primary Free School, we believe that positive behaviour, attitudes and actions contribute towards effective learning. It leads to high quality time for all in a safe, orderly and purposeful environment. Pupils are encouraged to take responsibility and to develop self-discipline.

To that end, the pupils have devised their own Code of Conduct:

- 1) We should always try to 'improve upon our best'
- 2) We should always respect the person who is talking - do this by not talking when they are.
- 3) We should be patient and put our hands up to ask or answer questions in lessons. This will give everyone a fair opportunity.
- 4) We should always be punctual to lessons and prepared with the correct equipment.
- 5) Members of the school community should only eat or drink in the designated places.



6) We should always respect other people's belongings, their suggestions and their feelings and not hurt each other in any way whether by word or deed.

7) In classrooms we should try to remember to keep noise to an acceptable level.

8) We should always wear correct school uniform.

111. To support good behaviour existing systems at the Gateway Academy will be extended to support the Gateway Primary Free School (since becoming an Academy the Gateway has improved attendance from 84% in 2006 to 93% currently. Behaviour was recently judged by Ofsted inspectors as 'good/ borderline outstanding'). The support available will include:

- The Inclusion Panel - this is comprised of each member of the inclusion team as well as representatives of external providers such as Health, Social Services and the Police. The panel considers referred pupils and allocates support in a targeted and co-ordinated manner and then track progress at later meetings.
- Outreach workers - who work directly with pupils and families, in their homes, to address any barriers to learning;
- Attendance Team - that monitors the attendance of all pupils setting targets; rewarding good attendance and addressing problems as they arise.
- The Colleges structure - every pupil will belong to one of four colleges which will be at the heart of developing healthy competition and establishing the school's culture and ethos.
- Vertical tutoring - Year 5 and 6 pupils will attend vertical tutor groups with secondary aged pupils. Vertical structures will be established within the primary school creating opportunities for pupils to work together.
- Inclusion Team - will provide in-class support; will work with small groups of pupils will run self-esteem groups; circle time and behaviour management workshops.
- Learning Mentors - will work with targeted pupils, in school, to ensure that the barriers to learning are reduced and pupils are appropriately supported to access learning.
- Advocacy Team - act as advocates for pupils providing a link with teachers and parents. The Advocacy Team works to remove any barriers to learning and to keep pupils in the classroom.

112. It is anticipated that, as the Learning Community develops, economies of scale will allow us to recruit our own Education Welfare Officer and Educational Psychologist.

## Community Engagement

113. The Gateway Primary Free School as part of the wider Gateway Learning Community is committed to working with the wider community to remove barriers to learning for children, young people, parents and carers. We aim to raise the standards of attainment, motivation, aspiration, achievement, behaviour, health and well-being of all students and give opportunities for the community in Tilbury to engage with a wide range of activities and services made available through the Free School and its partner organisations.

114. The principle aim is to embed and sustain a child-centered, multi-agency approach which meets the needs of all stakeholders. The Gateway Primary Free School will:

- Create environments and structures where every young person can enjoy, achieve, be safe and healthy;
- Create a community where young people and their families can make a positive contribution and achieve economic well-being;
- Enable young people to be involved in the design, planning and implementation of the services they need;
- Collaborate with a wide range of agencies to deliver child-centered 'joined-up' services.

115. The Ormiston Trust, through the Gateway Academy has already played a significant part in raising aspirations locally. The quality of its provision has been recognized through and number of awards including The Inclusion Quality Mark; Sports Mark, Every Child Matters Quality Mark (Gold) and the Healthy Schools Award. The following is a small sample of what is already available:

- Parenting Support- a wide range of tailored services is provided by outreach workers and through a partnership with the Primary Care Trust, these include information sessions for parents at key transition points and parenting programmes;
- Health and Lifestyle services including: advice and activities to address obesity; drug and alcohol abuse; general fitness and smoking;
- Family learning activities including: literacy, numeracy, ICT and food and nutrition;
- A wide range of study support across all subject areas but with a particular focus on English and Mathematics;
- An extensive range of sporting and fitness activities open to all ages and abilities. This has recently included courses for non-swimmers and the development of a climbing wall as a community facility;
- Jump-Up runs during the half-term holidays and is targeted at Key Stage 2 pupils who are performing below the expected level in English and /or Mathematics;
- An annual Summer School runs to prepare Year 6 pupils for secondary education;
- A termly Job Shop that brings together a range of local employers and agencies to help those who are out of work to find employment; to prepare their CVs or to find re-training opportunities.
- A broad range of partnerships have been developed to provide opportunities for local young people, these include:
  - The Royal Opera;
  - Creative Partnership;
  - The Royal Philharmonic Orchestra;
  - BP
  - The Bloodhound Project
  - STEM
  - It's Our Theatre
  - Bhubasi Pride
  - RWEmpower
  - Sainsbury's
  - Barclays Bank
  - Chelsea FC

116. The Ormiston Trust and Gateway Academy are founder members of the One Community Development Trust. This is a Tilbury based organisation that aims to galvanize the local community to deliver a range of services to the benefit of all. The Gateway Primary Free School will contribute to the continuing development of this organisation. One Community is currently involved in a range of activities that include:

- A Credit Union
- A community volunteering programme
- The provision of a range of learning services including English language classes; literacy classes and basic ICT

## Section 5: Evidence of Demand

## Section 5: Evidence of Demand

### Evidence of Parental Demand

#### Context

117. As stated in Section 3 of this application, the origins of our proposal had four elements :

- A clear need for more primary age school places in our local community (see Annex 8)
- Alleviating significant deprivation and disadvantage
- Overcoming low standards in some of the existing primary schools
- A request from the Local Authority three years ago to co-locate a primary school on the Gateway Academy campus

118. Taken together, these factors have led to a massive groundswell of local support for our Free School proposal :

- Over the last year, every parent/carer of a local primary age pupil has had the opportunity to visit the Academy. Several hundred have taken this up.
- At least two presentations have been made to the Governing Bodies of each of the local primary schools describing our vision.
- Many local community groups, eg the Community Development Trust and the Excellence Cluster, have been engaged in shaping our ideas.
- Local primary headteachers and their staff have helped develop our proposals particularly in respect of curriculum design and innovation, all-through learning and continuous professional development.

119. In order to gauge accurately the level of support for the Free School, we have:

- Held open meetings in the community
- Distributed leaflets, maps, consultation ideas, etc, to key stakeholders
- Conducted a survey of local opinion (see Annex 9 for the survey questions)
- Circulated indicative application forms to prospective parents

120. In all cases we have firmly adhered to disseminating information, etc, only within our proposed local admission area and not to the wider Thurrock community (nb – we are certain that if our proposal was extended to encompass a bigger geographical area we would be overwhelmed by demand).

121. In particular, we emphasised that our objective was to raise standards and transform learning and outcomes for all young people within the Tilbury area which, as we demonstrated previously, is one of the most deprived in the south of England.

122. To date (15 May 2011), we have received 400 specific applications for a place at our proposed Free School.

123. These include 80 applications for a Year 6 place from parents/carers whose child/ren would enter the school in September 2012.

124. There have been countless other expressions of interest and we are confident that the school would be over 90% capacity when fully opened in September 2013.

125. Demand for places will grow dramatically as :

- The Free School transforms outcomes
- The primary age school population increases significantly in the next decade as predicted by the Local Authority's in its latest review of demographic trends.
- A place at the Free School would guarantee admission to the Gateway Academy – which itself has been heavily over-subscribed for the last three years.

### Local Authority Consultation

126. Thurrock Council (the LA) approached the Gateway Academy three years ago proposing a co-location of Chadwell St Mary primary school on the Academy campus. Discussions about this proposal were held with the DfE but did not proceed mainly due to insufficient capital funding being available to the LA.

127. Subsequently, the LA asked the Academy to consider co-locating Tilbury Manor Junior School on the Academy site.

128. A number of discussions have taken place on this issue with the Senior Leadership of the Council including John Kent, Leader of the Council, Diana Hale, Cabinet Member for Children's Services, and Jo Olson, Director of Children Education and Families

129. The Academy and the Local Authority agree on :

- the need to raise primary school standards in Tilbury
- the need in the short/medium term to put extra primary school places in Tilbury
- the critical role of the Gateway Academy in collaborating with and supporting its local primary schools. However, agreement on the best way to proceed on achieving these objectives has not yet been possible.

### Statutory Consultation

130. The Ormiston Trust has extensive experience of undertaking statutory consultation as set out under Section 10 of the Academies Act 2010. As a multi-sponsor of Academies, this is an obligation we have met many times.

131. In addition, when Ormiston Trust opened Ormiston Park Academy – also in Thurrock, in September 2009 – the Local Authority immediately realised that there were not enough places in the school. We carried out a statutory consultation in exemplary fashion to ask for approval to amend the Funding Agreement to deliver extra pupil places. The Gateway Academy has also undertaken many statutory and non-statutory consultations in its community. Thus, we are experienced in both statutory consultations and, in particular, consulting with the Tilbury community.

### Plan

132. Our plan will build on the extensive work already undertaken and embrace the whole community.

133. Formal consultees will include :

- i) One Community Development Trust (the over-arching community trust for Tilbury which has a particular focus on the needs of multi-ethnic, disabled and young people)
- ii) Governing Bodies of local Primary Schools
- iii) Community multi-agency teams
- iv) Parents/carers of primary age children

134. The process will also follow the successful model we have used so far :

**September 2011**

- Public meetings at the Gateway Academy
- Governing Body meetings
- Consultation meetings at local community/ parent venues
- Consultation forms distributed
- Open Days

**Early October 2011**

- Review of consultation results
- Determination of any amendments to proposals (timescales, governance arrangements, etc)

**October Half Term 2011**

- Final proposals developed and published to community.
- Marketing of proposals. Our proposals have already had extensive publicity (including discussions with the press during the recent Secretary of State visit to the Gateway Academy).
- Gateway Primary Free School brochure
- radio interviews
- press editorial
- paid advertising
- leaflet distribution and community groups/parents

135. We will replicate this marketing strategy prior to and during the consultation period.

## Section 6: Organisation capacity and capability

## Section 6: Organisation capacity and capability

### Capacity and Capability to set up a school

136. The team responsible for the Gateway Primary Free School has an outstanding record of success in setting up some of the more successful schools in the country.
137. At a strategic level the Ormiston Trust is one of the most effective multi sponsors of Academies. Ormiston has opened twelve Academies in the last four years. The two Academies in Thurrock, Gateway Academy and Ormiston Park Academy, are two of the most improved schools in the country.
- 138. The team has an exemplary record of delivering dramatic improvement in standards of education**  
██████████ – Principal Gateway Academy
139. ██████████ has achieved outstanding success since opening the Gateway Academy three years ago. The Academy was formed from two “failing” schools in one of the most deprived communities in the South of England.
140. In the last three years attainment has increased, students achieving 5 A\*-C GCSEs has increased over Average Point Scores on entry from feeder primary schools.
141. The Gateway Academy is ██████████ second Headship. ██████████ will commit between 30-40% of his time to the Free School as part of his role in the Gateway Learning Community.
142. ██████████ will commit about 40% of her time to the Free School as an integral part of her role and responsibilities within the Gateway Learning Community. ██████████ and ██████████ will be responsible for the initial planning for the Free School.
143. ██████████ This has been one of the most successful Academy sponsorship programmes. In addition to ██████████
144. ██████████
145. **Staffing Structure** - Please see the staffing structure diagram in Section 4, Educational Plan (para 31)

### Governance

146. One Governing Body will be created to serve all schools within the Learning Community. Sub Committees will be established for:
- Finance, Premises and Personnel
  - Standards and Pupil Matters
  - Strategic Development
147. This proposal will form a key part of our consultation in respect of the Free School, however, as it is essential to ensure that there are strong governance arrangements in place to deliver the required outcomes.
148. Our plan is that ██████████ will Chair the Governing Body and ██████████ will be Vice Chair. Representatives from the Gateway Academy Governors and Herringham Primary School Governors will also be appointed.
149. In addition we will secure an appointment with specific expertise in early years and another from the local community Development Trust.
150. ██████████ and ██████████ will be Ex-Officio members of the Governing Body.

### Finance

151. ██████████ will have specific Governor responsibilities for overseeing the Free School's financial arrangements.
152. As set out in Section 8 (Initial costs and viability) a major benefit of the close alignment between the Free School and the Gateway Academy is in respect of significant cost savings for Free School finances eg joint arrangements, shared procurement, economies of scale and common financial support services.
153. The Free School will be supported by the Gateway Academy finance team and be able to use its systems, processes and services e.g. payroll, audit, invoicing etc.

### Gateway Academy Accounts/Articles and Memorandum of Association

154. As required, the Gateway Academy audited accounts are attached in Annexes 4 and 5.
155. The Gateway Academy articles and memorandum of association are attached in Annexes 6 and 7.

## Section 7: Premises

## Section 7: Premises

156. The proposed location of the Gateway Academy Free School is critical to the vision for the new Learning Community. It is imperative that the Free School is co-located with the Gateway Academy to :

- Deliver the vision of all-through learning
- Raise primary school standards
- Ensure a common ethos and culture
- Embed progression
- Enable efficient delivery of family supported multi-agency working
- Support CPD, recruitment and retention of quality staff and provide for coherent, innovative curricular development

157. The [REDACTED] was opened in 2008 and comprises 171,617 m<sup>2</sup> of which 87,600 m<sup>2</sup> contains the [REDACTED] footprint. The site is leased to [REDACTED] by Thurrock Council on a 125 year lease. The lease has 122 years to run. Thus the site is already acquired and available.

158. The co-located Gateway Primary Free School will benefit tremendously in a number of ways from excellent access to and dual use of the existing Academy's facilities. The proposed design will link the new Gateway Primary Free School to the Academy at two key circulation cores. The southernmost linking directly into the main core of the Academy giving access to the Assembly Hall, Dining, Learning Resource and Sports comprising Sports Hall, Gym, and Fitness Suite.

159. The second link connects the Gateway Primary Free School into the heart of the Academy's specialist facilities on two floor levels. On the ground floor this links directly with Science and Technology and on the first floor Music, Drama, Art and ICT. This will provide easily accessed superb specialist opportunities for the new primary schools pupils. In addition the Gateway Primary Free School will have direct access to the Academy's external playing fields, MUGA and all weather surface providing superb external facilities for PE and Sports.

160. We have undertaken an area assessment to establish the requirement for the new Gateway Primary Free School in line with the current reduction on BB99. The Gateway Primary Free School area has then been reduced further to reflect the potential dual use of Academy facilities. The result is a direct capital financial saving driven by a reduction in area. The 630 pupil Gateway Primary Free School area has been assessed using the newly introduced formula representing a reduction from BB99.

Gross area 4.2N and 350 (N= pupil number)

This gives a gross area of 2996m<sup>2</sup> for a 630 pupil school. The gross floor area has then been reduced by 176m<sup>2</sup> to reflect the omission of a multi-use primary school hall due to the ability to dual use the Academy's core facilities. This reduction results in a proposed total gross floor area of 2820m<sup>2</sup>.

161. The new Gateway Primary Free School is proposed to be constructed as a part of a two-storey block which will reduce the construction cost due to the economy of scale achieved from one to two storey. We are hoping that the project will be able to be combined with other developments proposed at the Academy which will benefit the scheme attracting great economy of scale due to the increase in the combined size and cost efficiencies that would result. This is subject to the separate successful acquisition of funding for the needed Academy expansion.

162. Outline planning permission is already in place for Phase 2 of Academy development. This reflects the fact that the existing buildings were designed to enable highly cost-efficient and educationally sound additional teaching and learning accommodation to be incorporated

- i) when necessary (ie, an increase in demand for 11-19 places)
- ii) when appropriate (ie, which support the development of all-through education)

163. The existing site layout, proposed Gateway Primary Free School location is set out in Annex 3.

164. As can be seen from the site plan, the Gateway Primary Free School can be fully integrated with – but distinct from – the Academy. This provides significant cost savings in respect of specialist and other provision, eg:

- The Free School will have timetabled access to science, sports, cooking, performing arts and play facilities already on the Campus
- Administration and support staff provision will be centrally located
- Site management, eg, cleaning, open space management, health and safety, utilities, etc, will be provided at a marginal cost
- Extended School, out-of-school, holiday and community activities can be comprehensively provided – again at a marginal cost – through existing Academy arrangements.





## Section 8: Initial Costs and Financial Viability

### Notes

Costs based on costs third quarter 2010

Includes allowance for site abnormalities

Assumes will be zero rated for VAT

Costs to be verified by QS

## Section 8: Initial Costs and Financial Viability

165. The Gateway Primary Free School will abide by the terms and conditions of its funding agreement.

### Financial Viability

### Long Term Viability

166. The long term financial viability of the Free School is a key strength of our proposal.

- The Gateway Primary Free School will be on the campus of [REDACTED] with its pupils guaranteed admission to the Academy. As the [REDACTED] is one of the most improved schools in the country and has been heavily over-subscribed for the last three years, this will be a critical factor in determining demand.
- The availability locally of primary school places is becoming increasingly constrained as the primary school population rapidly increases.

### Effective and Efficient Management

167. We will be able to achieve significant economies of scale in many areas, eg :

- School administration
- Support staff – midday supervision, extended school provision
- Attendance, admissions, panels, governance
- Support services, HR, Finance, Health and Safety, Reprographics, Printing
- ICT services
- Site services
- Procurement

168. We will be able to provide many services at a marginal or highly reduced cost, eg :

- Utilities (where, for example, the Gateway Academy purchases electricity through the Tilbury Docks)
- Grounds Maintenance
- Cleaning
- Janitorial Services

169. There will be many opportunities to maximise resources attributed to teaching and learning, eg

- Curriculum innovation and development
- CPD
- Managing transitions
- Pastoral care and support

170. Taken together, these benefits will ensure that the Free School is an extremely sustainable entity.

### Financial Templates

171. A financial plan for the first full year of operation is set out in Annex 10. Please also see the Free School financial spreadsheet, Annex 11.

172. As can be seen the school will generate a healthy revenue surplus BEFORE any of the benefits set out above are realised. Thus, our projections are on the conservative side of our expectations.

173. At 90% of capacity, our strategy would have three elements :

- Realise the efficiencies set out in para 7 (5<sup>th</sup> bullet); para 28 (16<sup>th</sup> bullet) para 166-168. As a minimum we would expect these to realise 10% of the overall revenue budget.
- Enhance our marketing strategy to highlight the sustained raising of standards.
- Re-assess staffing levels to ensure they are appropriate.

### Free School Meals

174. The FSM levels used in the financial templates are based on the actual levels currently extant at the local primary schools and the Gateway Academy. These numbers have been constant for the last decade. There is no expectation for a reduction in these levels in the foreseeable future.

### Third Party Income

175. There is no expectation of receiving third party income.

176. The Gateway Academy experienced a financial 'blip' nearly three years ago – largely due to criminal actions by a senior member of staff. This matter was addressed speedily and most effectively. The DfE provided some financial support which was to be repaid over three years.

177. Due to the outstanding financial management in place at the Academy and the excellent use of resources, this money will all be paid in advance of the agreed timescale and the Academy will have built a sizeable reserve by the time the Free School is fully open.

178. The financial processes and procedures of the Gateway Academy have recently been appraised by a YPLA audit. They were judged to be 'good' overall.

## 9. List of Annexes (please see separate pack)

1. Ofsted Inspection 2009
2. Ofsted Team inspection 2011
3. Proposed site and catchment area of the Gateway Primary Free School
4. Gateway Academy Accounts 2008-09
5. Gateway Academy Accounts 2009-10
6. Gateway Academy Articles of Association
7. Gateway Academy Memorandum of Association
8. Local Authority letter of confirmation for the need for a new primary school
9. Survey of Local Opinion
10. Gateway Primary Free School proposed budget 2012/13
11. Gateway Primary Free School financial plan template spreadsheet
12. Letter of Support
13. Gateway Primary Free School Budget Plan (90%)



