



Department
for Education

Free School Application Form 2013

Mainstream and 16 to 19

LODGE PARK PRIMARY FREE SCHOOL

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel template.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word and Excel templates.

In **Section G** we are asking specifically about costs and financial viability. This requires the completion the relevant sections of the Word and Excel templates.

In **Section H** we are asking for information about premises, including an outline of any research/progress you have made so far. This requires the completion the relevant sections of both the Word and Excel templates.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template are excluded from the page limit.

Please include the name of your school in the file name for both your Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

| Name of task | Yes | No |
|---|-------------------------------------|-------------------------------------|
| 1. Have you established a company limited by guarantee? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you provided information on all of the following areas: | | |
| Section A: Applicant details | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Section B: Outline of the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section C: Education vision | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section D: Education plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section E: Evidence of need | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section F: Capacity and capability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section G: Budget planning and affordability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section H: Premises | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Have you fully completed the budget plans? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|-------------------------------------|--------------------------|
| <p>7. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013; ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>8. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

| Section I of your application | | |
|---|--------------------------|-------------------------------------|
| <p>9. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Declaration

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

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

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

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

I 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:

Signed version has been delivered in the post

Position: [REDACTED]

Print name: [REDACTED]

Date: 13 September 2013

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

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



Section A: Applicant details

Nothing significant has changed to our structure or basic information. The section remains the same as per our approved Free School bids (Malcolm Arnold Primary Free School and the East London Free School) which was submitted in the January 2013 round.

Section B: Outline of the school

Please see the Excel application form.

Section C: Education vision

Within Northampton there has been an increased birth rate and significant inward migration. As a result, there is a growing number of primary aged pupils in the town. This has put significant pressure on school places and the local authority is making plans to make room for over 4,400 more primary pupils by 2014.

The David Ross Education Trust believe that this, combined with the fact that Northamptonshire's Key Stage 2 results are in the bottom 11% in the country, mean that parents do not have the choice they deserve to guarantee that their child receives the highest quality of education.

The Trust is therefore looking to open a primary free school for the start of the 2015 academic year.

The school will be developed close to Lodge Park Academy and, like the secondary, will provide children with a strong education in key core subjects, like maths and English, supported by fantastic enrichment opportunities.

Given the shortage of primary places, Northamptonshire County Council are supportive of projects such as this one. The Lodge Park Primary Free School will be a 4-11 co-educational School of up to 420 pupils.

A significant minority of pupils are likely to be from minority ethnic backgrounds with may arriving during the school year with little or no English, mainly from Eastern and Central European areas. The majority of pupil literacy, numeracy and social skills are likely to be similar to those expected for their age on entry to the school, however it is expected that a significant minority will have poorly developed skills in these areas.

Aims

Our aim is to provide children and young people with better life chances in the communities that we serve.

Our vision is to 'Broaden Horizons', ensuring all young people have access to better life chances and that high quality teaching and learning succeed in 'closing the gap'.

Fundamental to this is that we believe that every child has potential. Broadening horizons is central to everything we do, and by offering children and young people an outstanding range of opportunities and experiences, we can allow them to discover what they excel at, inspiring them to work hard and achieve their best.

After establishing Havelock Academy, Grimsby in 2007, The David Ross Education Trust expanded to support a network of unique and diverse schools and academies.

Our mission is to ensure that each of these academies is recognised as outstanding, by supporting and broadening the horizons of staff, governors and, most importantly, students to enable them to be the best they can be.

The Trust is working towards having an 'outstanding' academy within each phase in keeping with its broader strategy to create a sustainable academy improvement infrastructure building on the Teaching School model, and bring together best practice from across the independent and state sectors. Within Northamptonshire the Trust already has one 'outstanding' primary school and two primary schools judged as 'good with outstanding features'.

To achieve our overall aims we have three core goals. These are to:

- Ensure every academy/school is rated by Ofsted as Outstanding by 2016 or within five years of joining the Trust
- Make our academies/schools the first choice for parents, staff and governors
- Offer all students a range of unique enrichment opportunities every year, and collaboratively work with partners to ensure that as many children and young people as possible take up these opportunities

This will be achieved by building clusters of academies/schools, bringing together a network of innovative schools (primary, secondary and special) to establish early, two way lasting relationships, which bring immediate benefits to children, parents and staff. Establishing our own free school will be another key piece within this jigsaw.

This Free School will ensure that support and access to additional resources can be provided far earlier to children in the key areas of literacy, numeracy, attendance and attitudes to sport, music, the arts, and healthy lifestyles - attitudes which are formed well before the secondary phase. There will be an innovative curriculum that will re-invigorate creativity and provide an exciting range of complete, connected learning experiences. The curriculum is the key to success. If pupils enjoy school they will have good attendance rates, behave well and have high levels of engagement and involvement in their learning. We believe in the whole child and are committed to their complete development, intellectual, physical, emotional and social. Developing pupils' personal learning and life skills, and promoting their ability to learn independently. Our curriculum will increase motivation, raise standards and accelerate progress.

The Lodge Park Primary Free School will form part of the Northamptonshire hub which currently comprises two secondary academies and seven primary academies. All of

the academies in the hub work together to drive up standards and it is expected that these academies will directly support The Lodge Park Primary Free School in its development from new school to an established and highly achieving school.

Ethos, Vision and Values

The David Ross Education Trust is committed to improving the life chances of the children in our care by providing the very best education we can. Staff are committed to quality teaching to ensure that children acquire the basic skills of reading, writing and Mathematics. We recognise that to succeed in the world all children have to be confident in their literacy and numeracy skills. This means that the school needs to aim for consistently achieving at least national average in literacy and numeracy standards. We also want the children to be able to apply their skills in different contexts so that they are well prepared for their future education and the world of work.

In line with the vision of the Sponsor the Free School will work to broaden pupils' horizons. This will be achieved through the curriculum and by developing trips and visits, encouraging visitors and working with the sponsors to raise the children's understanding of the world, including educational and vocational opportunities in an age appropriate way.

The Free School will be based on mutual respect for each other and a tolerance for the differences encountered in the community. The school will welcome pupils from all faiths. We aim to involve the local community in every aspect of building and strengthening relationships to form part of our school. We will acknowledge the diversity of the local community by celebrating most festivals. The aim is for pupils to gain better understanding of different cultures, faiths, heritage and language to eliminate discrimination and racism. We will offer parents opportunities to develop their own learning within the school environment (using the Lodge Park Academy facilities) through accredited adult learning courses.

Part of the work in the Free School will be to continue to develop manners and high standards in behaviour from all children. Pupils are and will be expected to understand the basic social requirements and boundaries to succeed. The Free School will be seen as a safe haven for pupils, who will be expected to attend school regularly and work hard.

The David Ross Education Trust recognises the importance of Early Years Education. Local school data shows that the potential children come from very deprived backgrounds, starting school with poor understanding and use of spoken language. We recognise that high quality Early Years Learning improves children's achievement and

attainment through the rest of their learning and will strive to ensure that every child has the best possible start to their schooling.

Transition into and from the school will be viewed as part of the lifelong learning process. Staff will work with pupils, parents and other settings to ensure that children are able to continue their learning with minimum disruption.

Staff will be expected to provide quality first teaching based on a thorough knowledge of their pupils. They will also be able to work in a mutually supportive environment, where there is a high degree of accountability in an environment where there is excitement about learning and a commitment to get the best for all pupils. Staff will be expected to engage with the Trust's CPD provision and will be encouraged to be involved in action research on the best teaching and learning strategies for our children and be encouraged to share this with schools in similar circumstances. Staff can expect to develop their careers through high quality training and taking the wider opportunities to work with other establishments in the Trust. CPD will be accredited with teaching staff being offered the opportunity to gain postgraduate qualifications and a range of qualifications offered for support staff. This will be achieved through the unique partnerships that the Trust has with local HE providers such as the University of Northampton.

Aspirations for Achievement

The Lodge Park Primary Free School aims to reach the following standards and will hold these as our Key Performance Indicators:

- To be at least at the National Average for attainment at both Key Stages
- To be within the top quartile for similar schools for attainment at both Key Stages
- To be in the top quartile for all schools for progress for both Key Stages
- For at least 60% of children to be at age related expectations at end of the EYFS
- For at least 80% children to be at age related expectations in reading.

Due to the anticipation of many pupils entering the school below age expected levels we will adopt a strategy aimed at closing the gap and accelerating progress.

- To be judged as Good by the time of the first Ofsted inspection and to be judged as outstanding within five years
- For pupil attendance to be at national average
- All pupils will learn to play a musical instrument.
- All pupils will undertake a school or wider community project.
- All pupils will experience a residential learning experience.

The hallmarks of the Free School will be in line with those of the Trust which are:

- A house structure in each school to foster a culture of mutual respect, teamwork and where students will develop a sense of ownership, responsibility and pride in their school and their community
- An extensive co-curricular offer to broaden opportunity and experience for all students within their school and across the network and to encourage all students to pursue and excel in an area they are passionate about
- An early and relentless focus on literacy both written and oral so that all students can access a broad curriculum offer
- A uniform code to nurture a sense of identity and responsibility
- Governing Body and a Principal who exercise their local autonomy within a clear framework for improvement in support of the Trust's aims and to achieve the agreed targets
- A commitment from all staff to delivering excellence and a culture of no excuses - so that every child can achieve.

The David Ross Education Trust is committed to the principle of life-long learning. We will work with University of Nottingham, Peterhouse College, Cambridge and University of Northampton to raise the aspiration of our pupils and their families. This will be possible by providing positive role models for our children by allowing them to work with high achieving students and by providing adult literacy, numeracy and vocational courses for parents. Our aim is to support parents in supporting their children's learning and increasing ambition.

Pupils will demonstrate their readiness to take on responsibility and contribute strongly to the school community. Positions such as school council member, Junior Road Safety Officer and Digital Leader, to name a few, will be held in high esteem and pupils will have to demonstrate their suitability by applying for these positions.

What can the David Ross Education Trust offer?

The Trust is able to offer students at the free school some unique opportunities. These include:

- A network of existing primaries in Northamptonshire, who we will be able to draw upon to utilise their expertise and skills
- Trust wide primary education specialists who will be able to challenge and support the school's leadership to ensure the best possible outcome for students
- A group of partners who can provide some amazing enrichment activities to students. These include Olympians to teach sports, primary school visits to Cambridge University to raise aspirations and, from 2014, a working model farm that all our primary students will be able to visit regularly.

Section D: Education plan – part 1

In the table below, 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. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are making a case to open in 2014, please add a column at the beginning.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

| | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reception | | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 1 | | | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 2 | | | | 60 | 60 | 60 | 60 | 60 |
| Year 3 | | | | | 60 | 60 | 60 | 60 |
| Year 4 | | | | | | 60 | 60 | 60 |
| Year 5 | | | | | | | 60 | 60 |
| Year 6 | | | | | | | | 60 |
| Totals | | 60 | 120 | 180 | 240 | 300 | 360 | 420 |

Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to Apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|--|-----------------------|-----------------------------|---|
| Literacy (including phonics, handwriting and spelling) | 6.25 | Mandatory | |
| Numeracy | 6.25 | Mandatory | |
| Science | 2.5 | Mandatory | |
| History | 1.25 | Mandatory | |
| Geography | 1.25 | Mandatory | |
| Art | 1 | Mandatory | |
| DT | 1 | Mandatory | |
| Music | 1 | Mandatory | |
| ICT | 0.75 | Mandatory | |
| PE | 2 | Mandatory | |
| PSHE | 1.25 | Mandatory | |
| RE | 0.75 | Mandatory | N.B. May be subject to parental opt-out |

| | | | |
|---------------|---|-----------|--|
| MFL | 1 | Mandatory | Numbers of hours above are rounded and subject to the connected curriculum organisation as described below |
| | | | Figures represent the KS1 curriculum. KS2 contains an additional 0.75 hours distributed through the connected curriculum |
| Music Tuition | 1 | Voluntary | |
| Sports Club | 2 | Voluntary | |
| Art Clubs | 1 | Voluntary | |

D1 - An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The Free School will implement an interesting, relevant and integrated curriculum providing a wide range of activities in each topic to ensure breadth and interest and contribute further to the development of literacy skills across subjects.

The key focus of the Free School will be on the basic skills of reading, writing, maths and ICT. This has to be the main focus for pupils to overcome what may be very low starting points on entry to the school. These very low starting points are a potential barrier to children attaining at or above national expectations. To overcome this, staffing, CPD and resources are to be focussed on high attainment in basic skills. Pupils will be expected to be able to listen, speak and read well so that they are able to access other areas of the curriculum enabling them to be successful in the rest of their education. Children will also be taught how to apply their basic skills in other areas of the curriculum and develop skills that will support them in further education or in their future world of work.

Children will be taught in single age classes with a maximum of 30 pupils in size. The time spent with the most highly trained staff will be increased due to the staffing policy of ensuring a higher number of teachers and less support staff so that children can receive focussed and highly effective whole class, small group and individual tuition.

Transition

The Trust is part of a steering group to look at the best transition between nursery and reception classes. It is hoped that this work will lead to a town wide agreement so consistent approaches can be made.

For the first two weeks of the Autumn Term, Year R children will attend school on a part time basis only. (First week – half days, second week – half days plus lunch). This gradual induction to the school allows the staff to assess the strengths and areas for development of each individual at a very early stage, so as to support each child effectively responding to their individual needs.

The induction programme for all reception children and their parents takes place in the summer term prior to starting school. This will include:

- A home visit.
- A stay and play session with parents.
- A session in school with future class mates and allocated buddy.
- An informal picnic lunch with staff, parents and pupils.

An Induction Pack containing a range of information about the school and the build-up to starting school will be available at the new parents evening held in June.

In school year on year transition

Our staffing model has been designed so that as the school grows up to its capacity there will be sufficient staff in school to ensure that transition from one year to the next is seamless. This will also be supported by 'End of Year Pupil Progress Meetings' where the current teacher and new teacher will meet to undertake a detailed planning and evaluation meeting for the class. The main focus of the meetings will be on agreeing end of year teacher assessment levels and within this identifying the priorities for each child in reading, writing and maths. The role of parents within this will also be a crucial supportive factor and therefore parents will be invited to meet their child's new teacher before the end of the academic year.

There will also be further opportunities for meeting formally with teachers by the end of September and early January so that pupils' progress and achievement can be discussed as early as possible.

Transition to Secondary School

With our proposed Free School neighbouring the Lodge Park Academy this allows for a very easy transition. Which is working towards a local agreement on consistent approaches to transition. The emphasis of this will be to promote good attendance, taking ownership of learning and a positive attitude to the school community. This will also ensure that when pupils transfer to Secondary School that they already know of some of the expectations upon them.

The curriculum plan

On entry assessment data shows that many children enter the school well below age related expectations. In order to successfully close the gap in standards, the school needs to ensure that children are taught the basic skills well. High levels of mobility contribute to the difficulties in ensuring high attainment for the whole cohort.

The Free School will concentrate on quality teaching and learning in:

- Speaking and listening
- Reading
- Writing
- Numeracy

Application of the following skills will be through a connected curriculum which focuses on the skills of:

- Critical thinking and problem solving
- Oral communication
- Written communication
- Teamwork
- Leadership
- Creativity and innovation
- Life-long learning and self-direction
- Professionalism and work ethic
- Ethics and social responsibility
- Developing a positive identity
- Healthy habits

The connected curriculum will be based on the discrete subjects identified in the national curriculum and Religious Education. The Early Years Foundation Stage will base its curriculum on the Early Learning Goals, but will still have a strong emphasis on the basic skills.

Children will be given opportunities to develop these skills through play based learning throughout the Early Years Foundation Stage and in additional learning opportunities for older children at playtimes, lunchtimes and after school activities. Trips, visits and visitors are planned into the curriculum to enhance children's understanding of wider opportunities. All these activities will be designed to enhance children's acquisition and use of extended language.

As in the Trust's other Northamptonshire academies, all children will follow the locally agreed syllabus for Religious Education. In Northamptonshire schools currently follow a Connected Curriculum that enables links to be made to other subjects. Each term is built around a theme and core learning skills are shared across the school with a new skill taught each half term.

The provision at The Lodge Park Primary Free School will take account of every aspect of a child's development. We will aim to provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of all our children. The curriculum will give children the opportunity to achieve the highest possible standards of numeracy and literacy whilst ensuring they can become confident in physical, artistic, practical and social skills. We allow for the individual needs of each child to be met within well-planned learning experiences.

Areas of Learning will include:

- English
- Mathematics
- Science
- Religious Education

Information and Communications Technology (which will be taught within all other subject areas and used as a vehicle to improve learning both independently and collaboratively).

The following subjects will be taught as part of a connected curriculum through units of work which may cover more than one subject at a time.

- Art
- Music (to also include whole class and individual tuition, using the specialist teachers from the adjoining Lodge Park Academy)
- Physical Education
- History
- Geography
- Design and Technology (using the specialist teachers from the adjoining Lodge Park Academy as appropriate)

The following areas will be covered during focus units of work in each year group as appropriate to age and development. This approach will be adopted in the Free School.

- Personal, Social, Health Education and Citizenship (PSHE) (including Sex and Relationships education and drugs awareness).

Additional time will be allocated to English and Mathematics teaching which reflects the priorities the school will place on continuing to raise standards in these areas.

Literacy and Numeracy

Basic skills in Literacy and Numeracy will be taught in the mornings, to maximise pupil's learning. The Free School will have a very strong focus on raising standards through the use of:

- Specialist teachers to deliver small group and 1:1 tutoring
- A staffing structure based on supporting the above
- Rigorous collection of assessment data and effective use to inform planning and provision of interventions.

These approaches create smaller teaching groups, which enable teachers to target pupils' needs effectively. This is because the range of ability amongst pupils in any one class is reduced. This leads to higher levels of achievement and attainment. Therefore the curriculum is targeted on personalised learning and is very much standards driven. The Free School will invest in teaching staff rather than teaching assistants to increase the degree of accountability for standards.

The Trust is aiming for zero tolerance of illiteracy. Phonics and reading will be taught at the right level for each child across the school, regardless of a child's age. This allows the very high levels of mobility and poor levels of language of children who enter the school to be most effectively addressed.

There will be a clear focus on the teaching of phonics through the EYFS and KS1 through the use of the Letters and Sounds framework. The school will also use Read Write Inc Phonics, Spelling and Comprehension programmes to ensure that a clear progression and development strategy is in place.

Music

Music specialists deliver the music curriculum to all children. This will include whole class teaching as well individual and small group tuition delivered by specialist teachers from Lodge Park Academy.

Science

Science will be taught through discrete units of work linked to the national curriculum for science.

ICT

A substantial amount of money will be invested in implementing innovative use of technology across the school and curriculum. As part of the ICT Curriculum pupils will learn to type but all other skills will be learnt through other subjects where ICT will be used as a vehicle to improving learning. An Online learning environment where pupils can share work with each other and their teacher as well as work on documents collaboratively will be established. Pupils will earn ICT licences as their skills progress and this will enable them to undertake new skills and responsibilities.

Physical Education

Two hours of PE will be delivered by both the class teacher and a specialist teacher each week. To widen participation in extra-curricular sport, pupils will have access to a wider range of sports than is usual for primary pupils, using Lodge Park Academy's facilities.

Early Years Foundation Stage

Children will follow the Early Learning Goals and activities will be based on teacher assessment and an individual knowledge of each child's learning needs. Phonics, reading, maths and speaking and listening will be taught discretely, whilst other learning opportunities allow children to develop and apply knowledge and skills through a play based curriculum.

Key Stages One and Two

At both Key Stage One and Two the children will be taught 1 ¼ hours of literacy (including phonics, handwriting and spelling) and 1 ¼ hours of numeracy each day. Application of ICT skills will be delivered through all other subjects.

Enrichment to the Curriculum and Extra-curricular Activity

The school will aim to broaden pupils' horizons. This will be achieved through the curriculum and by developing trips and visits, encouraging visitors and through providing the children with practical, real life experiences. Staff will work with the sponsors to raise the children's understanding of the world and vocational opportunities in an age appropriate way. As part of the Trust's ethos, children will be encouraged to learn about the world of work by taking on jobs across the school. Children will be encouraged to earn rewards which can be saved towards trips at the end of a term, thus encouraging a deeper understanding of the importance of a strong work ethic.

- A rich menu of exceptional extra-curricular experiences that enhance their learning and raise aspirations.
- Many students have never left their home towns, it is therefore important to encourage them to experience life beyond their comfort zones.
- Engaging academies with local businesses.
- Forging links with Higher Educational establishments.
- Making a University education seem within their reach.
- Raising aspirations and attainment.
- Collaborating with organisations that have strong links with young people in education.

Proposed extra-curricular activities will include:

- Sports Development - Specialist dance and gymnastics tuition
- Music lessons – specialist tuition
- Homework club
- Sports clubs
- Arts club
- Specialist Literacy and Numeracy teaching
- Training of identified pupils for leadership roles – school council, pupil leaders, play leaders

Through the work of the sponsor organisation – the David Ross Foundation, the Trust has close partnerships with a range of organisations which will support the implementation of many of the above. These partner organisations include:

- Silverstone
- Rockingham Speedway
- [REDACTED]
- [REDACTED]
- National Grid
- Jaguar Landrover
- University of Nottingham
- University of Cambridge Peterhouse
- Clare College
- University of Northampton
- The Outward Bound Trust
- The Kalisher Scholarship Trust
- Royal College of Music
- National Portrait Gallery
- LAMDA
- Eton Choral Courses
- Lions Club International
- Premiersport
- Uppingham School

Identified Groups

The School will offer specific opportunities to identified pupils, some of which may be self-selecting, in order to allow pupils with academic gifts and non-academic talents to fulfil their potential. In some cases this will include financial support which can be offered through the Trust's Odey Scholarships Fund.

Parents and the Curriculum

We believe that support and help from parents is an essential ingredient in a child's education. The delivery of the planned curriculum involves parents helping/encouraging children at home with such things as reading, number work, consolidation of acquired skills, etc.

We also welcome parental help in school time for such things as educational visits, swimming, transport to sporting events, assisting children with their work etc. It is our intention to maximise the use of all available facilities and resources including staff/parent expertise.

We look for high levels of achievement in every area of the curriculum but in particular we wish all children to establish a firm grasp of the basics of reading, writing and number work. As success in all areas of learning depends on a child's understanding of the basics, it is essential that due emphasis is placed on building solid foundations.

We would be looking to use the facilities of the school as well as the neighbouring academy to offer parents opportunities to develop their own skills which in turn will support their child's learning.

To meet our aims of developing families as a whole we will deliver the following sessions to parents to develop their basic skills:

- ESOL classes
- Maths and Budget Management
- ICT Skills
- Family Reading
- Family Cooking
- Family pre-school children stay and play sessions

Funding for this will be secured via the David Ross Foundation.

School Day, Term and Year Organisation

Our aim is to organise our term times similar to those in Local Authority schools as well as schools already in the David Ross Education Trust to enable opportunities for pupils and staff to work with each other. The school terms will add up to 38 weeks but the school will open for 51 weeks around the year, offering holiday club and tutoring sessions (some of which will be funded by the school budget).

Our aim is to accommodate working parents and schedule the holidays around them by offering wrap around care. We will offer breakfast club from 8am until school time. After school from 3.30pm we will offer support for children who require extra help with school work or we will provide activities that will be relaxing and enriching. Breakfast, after school tuition and holiday clubs will be charged to the parents with the exception of pupils in receipt of the Pupil Premium.

Pupils will be required to be in school for 190 days, with five INSET days to be taken which will be used to develop and share good practice across the Trust.

The school will normally open at 8am, with optionally attended breakfast clubs. All pupils are expected to be in school before 9am, when the school day proper begins. Pupils will be required to attend lessons until 3.30pm.

A typical school day will be as follows:

- Breakfast club and pre-school activities- 8.00am (optional)
- School times- 9.00am to 3.30pm (Monday to Friday)
- Registration 8.45am-9.00am (Pupils must enter school for registration between these times.)
- Assembly 10.15am-10.30am (Monday, Tuesday Lower School, Wednesday, Thursday KS2 & Friday)
- Class Council Meetings 10.15am-10.30am (Tuesdays KS2, Thursday Lower School)
- Morning break- 10.30am
- Lesson resumes- 10.45am
- Lunch time- 12.15pm to 1.00pm
- Lesson resumes- 1.00pm
- Afternoon break- 2.15pm (Foundation Stage & Key Stage 1 only)
- Lesson resumes- 2.30pm
- School finishes -3.30pm
- After school club starts/booster classes - 3.30pm to 6.00pm

All pupils in Foundation Stage & Key Stage 1 will receive 26 hours & 15 minutes of school time per week, Key Stage 2 pupils will receive 27 hours 30 minutes per week of school time.

On a Friday afternoon all teachers will have their PPA time from 1.15pm to 3.30pm. During this time children will receive specialist music, D&T or PE teaching sessions, which will be provided by staff from Lodge Park Academy.

Organisation of Pupils

Pupils will be structured into single age classes in each year group. Each class will have a class teacher and depending on the stage of the school's growth classes will benefit from an additional teacher to offer support to small groups or 1:1 tuition as well as the transition process from class to class. Class size will be a maximum of 30.

The school will have a House System as practised by the Trust. All DRET academies/schools have a house structure to foster a culture of mutual respect, teamwork and allowing pupils to develop a sense of ownership, responsibility and pride in their school and their community.

The strategy for ensuring that the needs of pupils with differing abilities are met

The David Ross Education Trust believes all children with or without special educational needs have the right to a broad and well balanced curriculum. Some children may have difficulty in accessing some or all of the curriculum and will consequently need special provision to enable them to develop academically, emotionally, and socially to their full potential.

The Lodge Park Primary Free School is committed to the education of those children who find education difficult. All children in the school with special needs will have an Individual Education Plan drawn up for them.

Individual Education Plans will also be drawn up for children who are 'more able'. The individual needs of all children will normally be catered for within the classroom situation by the class teacher. On occasions, however, some children may have a learning difficulty that requires extra support. This may be a learning difficulty in general or in one area of the curriculum, for example, maths. When such a situation arises the teacher responsible for Special Needs throughout the school will advise and support the class teacher in providing a thorough programme of work, which will lead that child through their difficulties. Sometimes this may be a short-term measure and other times throughout the child's school career.

If we feel unable to adequately provide for a child with special educational needs from within the school resources we can call upon the services of other schools within the Trust, including the Trust's 'Outstanding' Special School, or if necessary other partner agencies such as the Northamptonshire Local Authority Special Needs Department.

For children with more complex learning difficulties there are clear Review and Statement procedures which enable the support services to assist with such things as extra staffing, resources, the preparation of specific work programmes, additional funding etc. Review meetings include a range of people concerned and involved with the development and education of a child with special educational needs. The meetings do, of course, include the parents/guardians. Such meetings will identify the needs of a child and recommendations will be made as to how best to provide for those needs.

Throughout a child's education at The Lodge Park Primary Free School judgements will be made as to which approach will best meet his/her needs. The school regularly keeps parents informed of progress and will consult from time to time if and when various types of extra support are being considered, such as the provision of speech therapy.

Usually the teachers will identify when a child needs extra support but sometimes the parents may be the first to notice it or perhaps a child starting school for the first time is already receiving support. If parents have any concerns, questions or information relating to their child and the need for additional support, it will be made clear that they should make these known to the Head Teacher.

Management of Inclusion within School

Role of Special Educational Needs Coordinator

In line with the recommendations in the revised Code of Practice 2001, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners

- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Reviews for all pupils with a statement of special educational need.
- conducting termly meeting for parents with children at School action plus
- carrying out referral procedures to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a special educational need
- maintenance and analysis of whole-school provision map for vulnerable learners
- maintenance of a list of pupils with special educational needs
- liaising closely with a range of external agencies including Education Psychology service, Speech and Language Therapy service, CAMHS, CYPS.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on SEN register
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each TA assigned to children with statements and children at school action plus level to review and revise learning objectives
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs.

Role of the Class teacher

To liaise with the SENCO to agree:

- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEN list.
- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” the educational provision made generally for children of their age in schools maintained. (SEN Code of Practice 2001)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Learning Support Assistants who are directly involved with a child or group of children will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child. Regular support and monitoring will be provided by the SENCO.

Role of the Governor with responsibility for SEN

There will be a named governor with responsibility for SEN. They will

- Liaise with the SENCO to ensure an up – to - date oversight of schools arrangements and provision for meeting special educational needs
- Work in partnership with the Head teacher, SENCO and Governing body to develop and monitor the schools S.E.N policy
- Work within the governing body to establish appropriate staffing and funding arrangements
- Be aware of how funding, equipment and resources are deployed

Pupils with EAL

Due to the high level of pupils that are likely to have English as an additional language, we have a core of five strands of EAL development that will be employed to meet the needs of EAL pupils. This approach has proved highly successful in some of the Trust's other Northamptonshire primaries which have a similar pupil profile.

The five strands are:

- Specialist Speech & Language & EAL Teachers and assistants.
- Planned Opportunity for Speaking and Listening: encouraging a greater use of planned speaking and listening activities, not only in the core subjects, but across the curriculum. Class teachers will recognise the importance of maximising the time available for practicing spoken language and minimising the time in which pupils are only listening. Speaking and listening activities and the use of 'talk prompts' will be planned mainly for use in the whole class. However, in some cases, activities of a similar nature will be focused on a smaller group of pupils. Example: Speaking and listening activities will be planned using roles in dialogue. Children will be designated a role – chair, reporter, scribe and observer (Raising Achievement of Bilingual Learners in Primary School).
- Encouraging use of first language in the classroom will be encouraged by teachers who will use this to build confidence in pupils. Computer software such as 'EMAS' will be used to enable two way dialogue through different languages.
- Talk Partners: Offering opportunities for children to "Buddy up" to enable them to verbalise and communicate questions to help develop their understanding and language.
- Pre-teaching: pre-teaching key vocabulary to EAL learners and doing some preparatory work in advance of introducing a new topic to the class is key. Also creating some pre-teaching packs, including a multilingual CD and bilingual story books would assist in this.

We will ensure pupils with EAL have:

- full access to mainstream provision regardless of their proficiency in English.
- an initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2 on arrival to the school and basic vocabulary screening.
- differentiated work to lessen linguistic difficulties without significantly reducing academic challenge.
- additional support may be given through: teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

All children who attend the school who have EAL, will be baselined using the LIC programme and then support will be decided upon based on their individual needs.

D2 - Measuring pupil performance effectively and setting challenging targets

The David Ross Education Trust Impact Measures will focus upon:

- All pupils making at least expected progress in their learning in Reading, Writing and Maths.
- Pupils' attendance levels being in line with national averages.
- Achieving at least at the National Average for attainment at both Key Stages
- Being within the top quartile for similar schools for attainment at both Key Stages
- Being in the top quartile for all schools for progress for both Key Stages
- Ensuring that at least 60% of children are at age related expectations at end of the EYFS
- Ensuring that at least 80% children are at age related expectations in reading

Targets will be set for each cohort of pupils in regards of the following areas:

Target Setting

To close the gap on attainment the following approach to target setting will be adopted:

- We assume all children will reach L4 in English & Mathematics by 11
- We will identify those children who will not - these children will be subject to an individual programme and subject to challenge on progression rates
- Agree expectation
- We will identify those who are able to reach L5/L6
- Put strategies in place to enable all children to reach potential

This happens for each year group replacing L4 with the relevant expectation for that year group.

Where relevant pupils will also have targets set for:

- EYFS related targets in all areas
- Attainment (age-expected) in Reading, Writing, Speaking & Listening and Maths
- Progress in Reading, Writing, Speaking & Listening and Maths
- Attendance and Punctuality
- Reading Age

Success Measures for attendance will be set at minimum levels in line with national averages for overall attendance.

Progress against all of the targets will be recorded and reviewed at least 3 times per academic year – December, April and July. These will feed into the accountability framework put in place by the Trust and governors to hold the Head Teacher to account. The Head Teacher will hold staff accountable during Achievement Meetings.

Analysis of progress will be used to identify the impact of strategies employed in the school and to identify redeployment of resources towards needs.

This will include analysis of the performance of all groups of pupils within the school including:

- Boys
- Girls
- FSM
- LAC
- Young Carers
- SEN
- G&T
- Ethnicity
- Attendance <95% <90%
- Those attending holiday clubs or extra-curricular activities

Subject Leaders will take responsibility for collating the termly report for their area which will be reported back to a sub-committee of governors (Data and Standards Committee.)

ASSESSMENT AND REVIEW

Governors shall be expected to report to the Trust against KPIs which have been set for the school on a termly and an annual basis.

The school will focus on the development of a progression gradient - i.e. the linear progression that charts national expectations against age for each year group. All children will be assessed each half term and plotted on the progression gradient.

These progression rates will be the subject of an individual discussion with each teacher and Head/KS coordinator. The key discussion being:

- Is the child on or above the expected progression gradient?
- If not what intervention is in place and when do we expect a return to attainment on or above the line?
- Can we move the child to a higher progression gradient? (e.g. to achieve L5 at 11)

Class teachers will build an assessment portfolio of evidence for pupils for Reading, Writing, Speaking & Listening and Maths.

The evidence collected will come from a range of sources including:

- Observations made in class
- Written work in books

- Tests and assessments
- Running Records
- Progress Trackers
- Observation notes

The assessment portfolios will be standardised and moderated internally within school and externally with other schools or professionals to ensure accuracy and consistency of judgements.

An overall judgement will be made on a child's level by taking into account all the evidence collected. All assessments will be used continually to inform the next steps of learning required.

Testing and teacher assessment will occur throughout all areas of the curriculum but with an emphasis on the National Curriculum Core Subjects, namely Mathematics, English and Science. Updating of the records will be an on-going process so that they reflect the progress being made and provide all stakeholders with the information they require to ensure that each child is individually supported to achieve his or her best.

Tracking Pupil's Progress

Assessment Manager 7 will be used to enable senior leaders to acquire a strategic view of standards and progress of all pupils and different groups of pupils. Information will be added to the tracker on a termly basis. The Tracker will be updated weekly to take account of high levels of mobility.

A rigorous system of monitoring and scrutiny will involve all teachers and non-teaching staff.

- All teaching and support staff will be organised into learning teams. Team leaders will be appointed from the senior management team and include a DHT, EYS and KS1 phase leaders.
- Staff CPD will follow a coaching model within the learning teams. NQTs will be mentored and a rigorous Trust-wide programme will be provided that runs parallel to the learning team system.
- Each learning team member will be involved in a cycle of lesson observation, feedback, targeted support and book and planning scrutiny over a 6 week period.
- Each learning team member will be involved in pupil progress reviews termly. Curricular and numerical targets will be set and the information recorded on raising attainment grids. Venn diagrams will be used to map and track pupil attainment in English and Maths combined and progress in relation to numerical targets. AM7 will be used to map attainment in relation to national benchmarks and floor standards, as well as pupils converting 2 levels progress from K.S 1 to K.S 2.
- SIMS will be used to analyse data collected termly. This will inform the SEF and Headteacher's report to Governors and will be shared with the SLT and all staff.

- The learning team system will be linked to Performance Management and other school improvement systems e.g. School Development Plan.

Assessment Procedures

Half-Termly

- Range of attainment grids will be completed following teacher assessments. These are based on the use of APP materials, level descriptors, in-class tests and other supplementary materials;
- Venn diagrams will be used to map and track attainment and progress towards floor targets in English and maths combined;
- Pupil progress meetings will be held between class teachers and team leaders to discuss current attainment and expected progress of all children in the class.
- Numerical targets will be set for the next term and recorded on the range of attainment grids. Targets and progress will be reported to and reviewed by the senior management team. Targets will be discussed with pupils, parents and carers.
- At the end of each term, IEPs for children at school action will be evaluated and new IEPs written. IEPs will be shared with parents. Targets will then be set and shared with pupils and parents/carers.
- At the end of each half term, IEPs for children at school action plus/statements will be evaluated and new IEPs written. IEPs will be shared with parents. Targets will then be set.
- Attainment judgements will be made termly for all children across a range of abilities in reading, writing and Maths, using levelled assessment materials developed by school but based on APP criteria, securing levels documents, N.C level descriptors and other supplementary materials. Coverage of the National Curriculum for non-core subjects will be marked off half termly.

Daily

- Assessment for learning will be used to inform daily planning in all subjects and recorded on planning sheets.
- Work will be marked to the Success Criteria for each piece, including weekly extended writing, which is completed independently and levelled
- Initial and final assessment will be carried out to monitor progress within the units

Monitoring

The accuracy of pupil progress and attainment data will be monitored by;

- Team leader review half-termly, checking on progress, raising attainment grids and Venn diagrams. This will be shared at SLT meetings and follow up actions are agreed. Individual programmes will be created and actioned. A training record will be kept for all staff.

- Moderation by subject leaders, AST (SATS marker at K.S 2) and consultants (as required)
- Report to Governing Body
- Verification of end of year and SATS/EYFS data by the Trust's Primary Lead Adviser.
- Lesson observations and book/planning scrutiny

Strategic Overview

A strategic overview of standards and progress will be gained from the analysis of data entered termly into SIMS. This will be filtered to analyse the performance of identified groups of learners and to feed into termly action plans and the report to the Governing body. SIMS AM7 will be used to monitor pupil progress towards their end of year targets and FFT predictions.

Parental Involvement and Reporting to Parents

Parents will be expected to attend information sessions at least three times a year. Academic, behaviour, attitude and attendance targets will be discussed, set and reviewed with parents at these meetings. Individual Education Plans and Behaviour Plans will also be discussed at these meetings for children with particular needs.

Attendance at these meetings by parents will be encouraged by using incentives seen to work in other similar schools within the Trust.

Annual reports will be sent to parents at the end of the academic year.

D3 - A staffing structure that will deliver the planned curriculum within the expected income levels

Staffing Principles:

- An experienced Executive Principal with oversight of both Lodge Park Primary and Secondary schools
- A Head of School responsible for the managing the school on a day to day basis and delivering the expected outcomes
- Maximising the number of qualified teachers
- Ensuring all teaching staff have management and/or curriculum responsibility
- Providing a flexible non-teaching staffing complement to meet the needs of each cohort

The staffing plan below shows the initial school staff in 2015/16 and, for each year subsequently, how the staff would be built up as the school grows. This is followed by a diagram that shows the staffing structure & responsibilities.

Our staffing structure reflects our emphasis on having high quality staff in place to be able to offer pupils more time with these staff. It also incorporates our model in supporting the growth of the school and on-going year on year pupil transition.

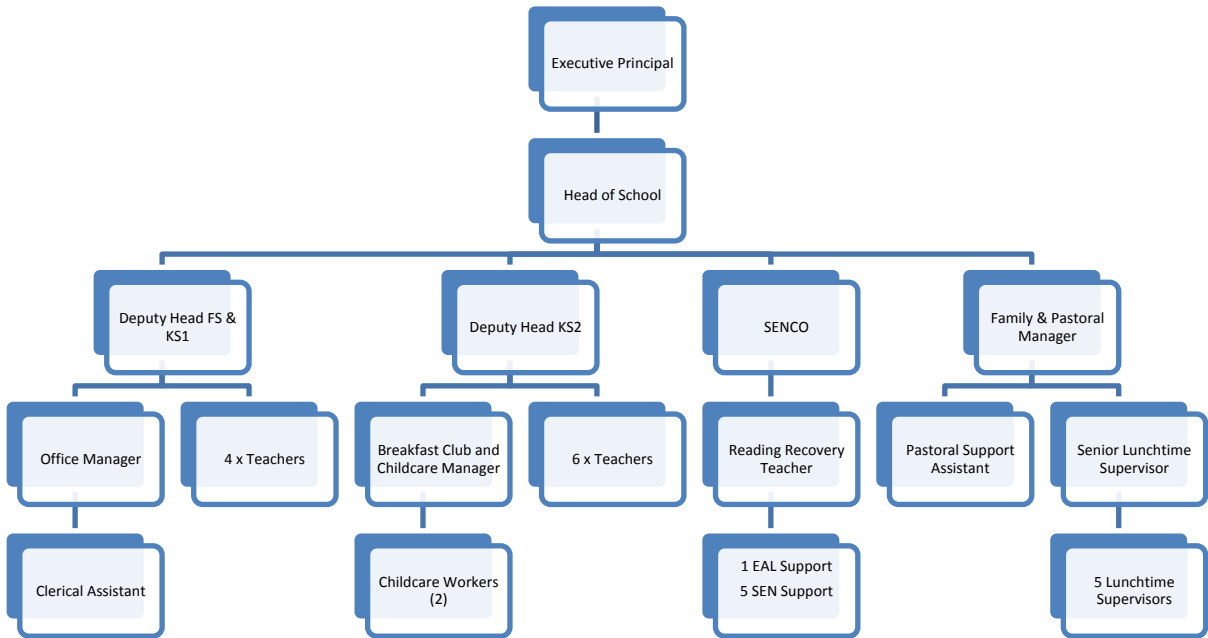
We believe that we have the capacity within our existing schools to appoint an Executive Principal to run the Lodge Park Primary Free School that they would spend (for costing purposes) 50% of their time in each school

| | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---------|---------|---------|---------|---------|---------|---------|
| Staff (all FT unless stated) | | | | | | | |
| Executive Principal | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Head of School | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Deputy Head FS & KS1 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Deputy Head KS2 | | | | 1.0 | 1.0 | 1.0 | 1.0 |

| | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---------|---------|---------|---------|---------|---------|---------|
| Staff (all FT unless stated) | | | | | | | |
| Senco | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Reception Teachers | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Y1 Teachers | | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Y2 Teachers | | | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Y3 Teachers | | | | 1.0 | 2.0 | 2.0 | 2.0 |
| Y4 Teachers | | | | | 2.0 | 2.0 | 2.0 |
| Y5 Teachers | | | | | | 2.0 | 2.0 |
| Y6 Teachers | | | | | | | 2.0 |
| Office Manager | 0.5 | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Clerical Assistants | | | | 0.5 | 0.5 | 1.0 | 1.0 |
| Breakfast Club & Childcare manager (30hrs) | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Childcare Workers (30 hrs) | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Reading Recovery Teacher | | | 0.5 | 0.5 | 1.0 | 1.0 | 1.0 |
| EAL Support | | 0.5 | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 |
| SEN Support | 0.5 | 0.5 | 1.0 | 1.0 | 2.0 | 2.0 | 3.0 |
| Family & Pastoral Manager | 0.5 | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |

| | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
|---|---------|---------|---------|---------|---------|---------|---------|
| Staff (all FT unless stated) | | | | | | | |
| Pastoral Support Assistant | | | | | 1.0 | 1.0 | 1.0 |
| Senior LTS (.23 FTE) | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Lunchtime Supervisors (.23 FTE) | 1 | 2 | 3 | 3 | 4 | 4 | 5 |

Final staffing structure



SLT structure

As shown in the diagram above, the proposed school will have a Senior Leadership Team (SLT) of six members: the Executive Principal, Head of School, two Deputy Head Teachers, the SENCO and the Family & Pastoral Manager.

The Head of School will take overall responsibility for the performance management of the whole SLT and all other teaching staff in school.

Each of the 'teaching staff' members of the SLT will have responsibility for the quality of teaching & learning within their area of the school as well as the monitoring & evaluation reports back to the Head Teacher.

Each Deputy Head Teacher will also have responsibility for managing staff within a 'non-teaching' area such as Admin staff or Childcare staff.

The SENCO will have management responsibility for the education support staff.

The Family & Pastoral Manager will have management responsibility for the pastoral and lunchtime staff.

Three members of the school staff will be trained appropriately and will be responsible for Child Protection and the Common Assessment Framework process.

Curriculum responsibilities will be reviewed each year as the size of the teaching staff grows. All teaching staff will be required to have an area of responsibility with the exception of NQTs.

The final staffing structure and areas of responsibility will change over time in response to pupil needs and developing areas of staff expertise

Change over time

In 2015/16

- Reception teacher appointed
- The Deputy Head (FS & KS1) will have a 0.8 teaching commitment for a reception class with the SENCO providing cover
- The Headteacher and Deputy will each take responsibility for curriculum leadership in literacy and Mathematics
- The Head of School will line manage the Childcare Team until the appointment of the second deputy in 2018/19

In 2016/17

- Year 1 Teachers appointed
- A second reception teacher will be appointed releasing the Deputy
- Y1 staff appointed
- EAL support appointed (0.5)
- Additional LTS appointed

In 2017/18

- Year 2 Teachers appointed
- Office manager role becomes full-time
- Reading Recovery Teacher appointed (0.5)
- SEN becomes full time
- Family & Pastoral Manager becomes full time
- Additional LTS appointed

In 2018/19

- Year 3 Teachers appointed
- Deputy Head KS2 appointed with initial responsibility for Y3 class (0.8)
- Clerical assistant appointed (0.5)
- EAL Support becomes full time

In 2019/20

- Year 4 Teachers appointed
- Second Y3 teacher appointed to release Deputy KS2
- Reading Recovery Teacher becomes full time
- Additional SEN support appointed
- Pastoral support assistant appointed
- Additional LTS appointed

In 2020/21

- Year 5 Teachers appointed
- Clerical Assistant role becomes full time

In 2021/22

- Year 6 Teachers appointed
- Additional SEN support appointed
- Additional LTS appointed
- **All staff in place**

Contingencies

The staffing structure above is predicated on achieving two full classes of 30 in each cohort. Should this not be achieved the following responses will be considered in the following order:

- Reductions in the number of support staff
- Organising vertically grouped classes to reduce the overall numbers of classes and staffing requirements
- Recruiting only one cohort in a particular age group
- Reductions in SLT

D4 – The needs of all children are fully provided for within the curriculum (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Not applicable

Section E: Evidence of need – part 1

There is evidence that there is both need and demand for the Lodge Park Primary Free School.

Summary

- The population of Corby is one of the fastest growing towns in the country in terms of population, with a significant investment being made in increasing housing stock in the town;
- There is a shortage of primary places in Corby and the wider county;
- There are concerns over the quality of primaries in Corby, with over 1700 primary pupils currently being taught in a school deemed as inadequate or requiring improvement within three miles of the proposed site;
- Nearly 60% of the year 1 cohort have been secured.

Population growth

Corby is recognised as being one of the UK's fastest growing towns. The Chartered Institute of Public Finance and Accountancy (CIPFA), for example, has found that the average number of Band D council taxpayers in Corby is rising faster than any other town in the country.

In July 2012, the Office of National Statistics released figures showing that Corby's population had increased by just over 6,000 people in the previous 12 months (from 55,200 – 61,300).

With the support of a multi-million pound KickStart Funding Grant, there have consequently been a number of new housing developments. Furtherstill, in August 2013 the North Northamptonshire Joint Planning Unit also released a consultation on Strategic Housing and Employment Sites. This outlines how the North of the town, near to where the proposed free school would be situated, is seen as a key area for the regeneration and redevelopment of Corby.

Need for primary places in Corby

Northamptonshire has a shortage of primary places. Currently there are 61,137 places available in the county. By 2014/15, the number of pupils is projected to be 61,892, rising to 63,602 the following year and 64,910 in 2016/17.

The population growth in Corby means that this shortage is particularly magnified in the town. Northamptonshire County Council gave the David Ross Education Trust projected figures for the provision of primary school places in Corby. These state that:

- When all planned extensions and expansions of existing primaries are approved and developed there will be 7,252 places in Corby (including rural areas). Over 8,000 places are, however, needed.
- The Council hope that a 420 place primary in Priors' Hall, a new development to the west of the town, and the proposed Lodge Park Primary Free School (North East) will meet this demand. This will take the number of primary places in Corby to 8,092.
- After that, the Council have said that: "We're currently reviewing whether any other primary places will be required at other school expansions; this is partly dependent on the rate of new house building."

Education landscape

There are currently 16 state funded primary schools within a three mile radius (as the crow flies) of the proposed site, three of which are catholic primaries.

One thing that was consistently raised in the consultation process was the lack of a "quality" primary provision.

There are no outstanding primaries in the area, and nine primaries are rated as satisfactory or below in their most recent Ofsted reports. In fact, five of these are rated as requiring improvement or inadequate.

According to pupil numbers on the Department for Education's Performance Tables, this means that there are over 1700 pupils going to a primary school that Ofsted deem as requiring improvement or inadequate within a three mile radius of our proposed site.

| School | Distance from proposed site | Ofsted rating |
|--------------------------------------|-----------------------------|---------------------|
| Woodnewton | 0.36 miles | Good (2011) |
| Studfall Infant | 0.45 | Good (2012) |
| Studfall Junior School | 0.618 | Good (2103) |
| St Brendan's Catholic Primary School | 0.826 | Good (2011) |
| Beanfield Primary School | 1.042 | Satisfactory (2010) |
| Our Lady of Walsingham | 1.105 | Good (2103) |

| | | |
|--------------------------------------|-------|-----------------------------|
| Catholic Primary School | | |
| Hazel Leys Nursery & Primary | 1.336 | Requires Improvement (2102) |
| Rockingham Primary School | 1.450 | Satisfactory (2012) |
| Kingswood Primary Academy | 1.636 | Inadequate (2012) |
| Exeter Primary school | 1.659 | Inadequate (2012) |
| St Patrick's Catholic Primary School | 1.672 | Satisfactory (2012) |
| Cottingham Church of England School | 1.701 | Satisfactory (2012) |
| Corby Old Village Primary | 1.830 | Good (2012) |
| Danesholme Junior School | 2.134 | Requires Improvement (2013) |
| Bringhurst Primary School | 2.168 | Good (2012) |
| Oakley Vale Primary School | 2.602 | Requires Improvement (2013) |

Demand for Lodge Park Primary Free School places

As part of the consultation for the Free School, DRET has:

- Released press releases
- Set up an online questionnaire and survey for people to provide their views and opinions
- Contacted and consulted local nurseries
- Issued information to the local family centre
- Held consultation days at the Willow Wood Shopping Centre where shoppers were asked their views

An example of the text used in consultation collateral includes:

The David Ross Education Trust is working with Northamptonshire County Council to look into the possibility of opening a new primary free school in Corby.

The Trust has begun work developing a proposal for a new state-of-the-art primary school, which will educate up to 420 pupils at any one time. It is expected that the school would open for the 2015/16 academic year and be situated on a piece of land adjacent to [REDACTED] and [REDACTED].

[REDACTED], the Trust's [REDACTED], confirmed that the school would not have a faith designation and would be committed to ensuring children leave primary school on the best footing for future success.

[REDACTED] [REDACTED] The David Ross Education Trust already work with a number of primaries and secondaries in Northamptonshire, including Lodge Park Academy.

[REDACTED] [REDACTED]

For more information, please visit www.dret.co.uk

Consultation feedback

During the consultation process 93 responses were received.

- 52 responses were completed using the online survey
- 41 responses were completed using the paper questionnaire.
- Of these, 46 responses came from people who had children who will be of primary school age from the start of the 2015/16 academic year. Some of these respondents had more than one child, so in total there are 67 children whose parents are keen for them to attend Lodge Park Primary Free School.
- Although the school will only be open to Reception and Yr 1 pupils in its first two years, there was some interest from parents/carers of children in other year groups as they were unhappy with the quality of education in their child's current primary school.

| | 2015 | | | | 2016 | | | |
|-----------|------|----|---|-----|------|----|---|-----|
| | A | B | C | D | A | B | C | D |
| Reception | 60 | 35 | | 58% | 60 | 23 | | 38% |
| Year 1 | | | | | 60 | 35 | | 58% |
| Year 2 | | 3 | | - | | | | |
| Year 3 | | 4 | | - | | 3 | | - |
| Year 4 | | 2 | | - | | 4 | | - |
| Year 5 | | | | | | 2 | | - |
| Year 6 | | | | | | | | |
| Totals | 60 | 44 | | - | 120 | 67 | | - |

Of those 46 parents/carers who responded to this question, 38 provided their postcode. All of these were within 2.5 mile radius of the proposed site – with most being on the estate adjacent to the school. 26 of these provided contact details.



Section E: Evidence of need – part 2

As outlined in Section E1, consultation work was undertaken with the local community. This was achieved through:

- Press releases
- Set up an online questionnaire and survey for people to provide their views and opinions
- Contacted and consulted local nurseries
- Issued information to the local family centre
- Held consultation days at the Willow Wood Shopping Centre where shoppers were asked their views

93 responses were received in total.

Aside from questions related specifically to parents/carers who would consider Lodge Park Primary Free School, there were three more generic questions on the questionnaire designed to gauge public perception of the proposed free school. These were:

- Do you agree that a free school would provide additional parental choice for Corby?
- Would you support a free school underpinned by the David Ross Foundation's vision?
- The proposed site for the free school is close to Lodge Park Academy, just off Uppingham Road. Do you agree with the location?

Do you agree that a free school would provide additional parental choice for Corby?

- 61% said yes to this question, with many people talking about personal/family experience of the demand for primary places.
- Of this who said no (23%), the key reason given when questioned in the Willow Wood Shopping Centre was that they simply felt that new development in Corby, including schools, housing and community services, were benefitting the town's growing Eastern European community.
- Three people also responded that they felt the local authority had shown a lack of foresight as schools have been closed down in the past, and "now they want to open new ones!".
- 16% were "unsure".

Would you support a free school underpinned by the David Ross Foundation's vision?

- 51% of respondents said that they would support a primary school with the sponsor's vision.
- A significant percentage, however, were less supportive. 38% of people objected on the grounds that Lodge Park Academy "is in decline", and questioned why would we want to attach a primary school to a "failing secondary"?
- Six people, via the online survey, also objected the principle of free schools and what they termed as "private sponsors" and the "privatisation of the education system in Corby."
- 10% of respondents were unsure.

It should be noted that Lodge Park joined the Trust in January 2013. During this time the academy has seen a significant increase in its GCSE results and the latest Ofsted monitoring visit is very complimentary about the progress being made.

The proposed site for the free school is close to Lodge Park Academy, just off Uppingham Road. Do you agree with the location?

- 64% agreed with the proposed site on the grounds that this was "the side of town where all the houses will be put in."
- Of those who objected (33%), reasons for this included traffic and congestion, general objections to the principle of a free school as it is perceived to serve those new residents from other countries and the fact that there were already too many primary schools in the area.

Section F: Capacity and capability

The Multi Academy Trust (MAT) has a Board of Directors who would be accountable for the operation of the Free School. The school will have a sub-committee of the Board known as the Local Governing Body (LGB) to which certain functions can be delegated. However, the MAT will ultimately be accountable and responsible for the performance of the school. The LGB will report into the Board of Directors, with the Principal reporting into the CEO of the Trust. The Chair of the LGB will operate as challenge partner to the Principal.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name | Member of core applicant group (Y or N) | Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|------------|---|---|-------------------------------------|---------------------------------|
| ██████████ | ██████████ | ██████████ | ██████████ | ██████████ |
| ██████████ | ██████████ | ██████████ | ██████████ | ██████████ |
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F1 (b) Skills gap in pre-opening

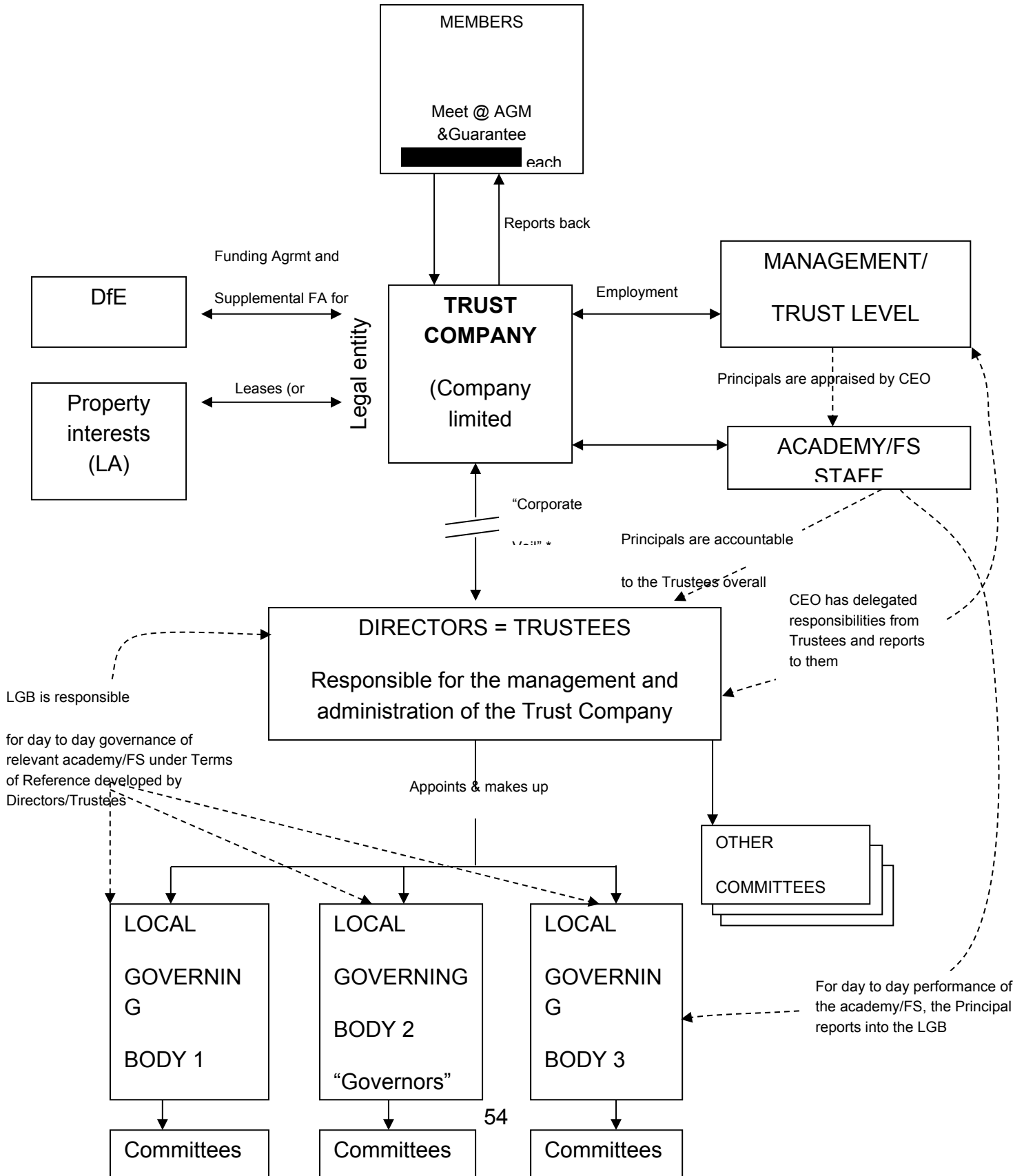
Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

| Skills/experience missing | How you plan to fill the gap |
|----------------------------------|--|
| Head of School Improvement | Permanent member of staff (AD of NCC and Principal with experience of 3 primary headships) starting in October 2013. |
| Head of Asset Management | We are currently recruiting for this post but have a consultant in place, on contract, 2 days per week until an appointment has been made. |

F2 - A Governance Structure, Roles and Responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvements in the new Free School.

The Trust structure is shown over:

DAVID ROSS EDUCATION TRUST - MULTI TRUST GOVERNANCE STRUCTURE



The diagram above indicates the lines of accountability within the governance structure, which is the model that the Trust uses as present to operate its chain of convertor and sponsored academies.

TRUST ROLE

The role of the Trust is as follows:

1. Strategic oversight: responsible for governance, contracting with third parties, setting Trust vision and policies, accountable to SOS. Trustees always retain full responsibility for the following, although delivery will be in concert with LGB:

- Compliance and governance (FA, Company Law, corporate strategy)
- The appointment, training, development and evaluation of key post holders (Principal, Chair, Clerk, RO)
- Trust finance, including the overall funding model for the Trust and individual funding models for Free Schools, agreeing annual budgets, management & protection of the assets
- Key policies, targets and performance (academic and financial) , including agreeing Development Plans, reporting arrangements, Health & Safety, Safeguarding & Admissions

2. Recruiting the Governing Body

The Trust will establish a Local Governing Body for the new school appointing the majority of members to the Local Governing Body.

- The make-up of the Local Governing Body will be as follows:
- Up to 7 Trust Governors
- Sponsors Representative 1
- 2 Parent Governors (Elected)
- 2 Staff Governors (Elected)
- Principal (ex officio)
- The Trust would appoint Trust Governors with local knowledge and relationships to ensure the new school is responsive to its community.

As well as a governor induction programme, where necessary bespoke training will be provided for governors on a range of matters including SEN and use of Pupil Premium.

All governors are invited to DRET's Annual Governors Conference and regional network meetings.

Roles and Responsibilities of Governors

The roles and responsibilities of Governors are as follows:

The Local Governing Body will establish the following advisory committees:

Standards

To oversee, monitor, scrutinise and report on all issues relating to the performance of the school and outcomes for students.

Finance and General Purposes

To oversee, monitor, scrutinise and report on all issues relating to the assets of the school, both physical and financial.

Admissions

To oversee, monitor, scrutinise and report on all issues relating to admissions.

Health & Safety

To assist the Local Governing Body in discharging its delegated authority for Health & Safety.

LOCAL GOVERNING BODY ROLE

The essential role of the LGB is to carry Trust vision forwards, in a way appropriate to the school's specific qualities and local characteristics; oversight/ support on a day to day basis and ability to question and challenge leadership, holding them to account.

This includes:

- Implement actions to comply with statutory regulations & the F.A.
- Implementation of all agreed policies
- Oversight of the school's activities
- Holding school leadership to account for academic performance, quality of provision and overall performance

- Ensuring that finances and assets are managed effectively, monitoring & reviewing expenditure, ensuring appropriate protocols & accounting records, value for money in relation to both provision and outcomes
- Overview of all local personnel and HR matters, including any agreed arrangements for the performance management of staff

The chart below provides a brief overview of the current basis on which Local Governing Bodies operate:

| | Responsibility of the Trust | Delegations to the LGB: Local Governors must/should | LGB to seek approval for |
|--------------------|--|---|---|
| Vision and mission | Set the strategic vision for the Trust | Develop the Trust's vision in a local context, whilst taking account of the wider DRET context. | |
| Strategy | Have strategic overview with regard to the operations & development of the schools/ academies and the Local Governing Body, including: Determining Trust-wide Development & Business Plans, including Asset Management; Establishing the overall | Understand that, in working as part of a MAT and within DRET, the school will be expected to: Formulate an appropriate local Strategic Development Plan; Ensure that local finances and assets are managed effectively & that the school works within its delegated budget, | 3 Year SDP Annual budget profile & rolling 3 year projections; Any third party arrangement proposed or intended borrowing; Any potential deviation from the agreed annual budget and rolling 3 year projection, or accompanying |

| | | | |
|--------------------------------------|---|--|--|
| | <p>DRET Funding Model;</p> <p>Setting the delegated budget for individual schools/ academies;</p> <p>Approving school/ academies' annual budget profiles & rolling 3 year projections;</p> <p>Appointment of the Principal, the Chair of the LGB, the Responsible Officer and the Clerk;</p> <p>Undertaking the performance review of the Principal and approving a change to the Principal's pay and conditions;</p> <p>Reviewing the policy frameworks and legal instruments.</p> | <p>maintains the Asset Register;</p> <p>Within the above, contribute to the core costs, as agreed by Trustees;</p> <p>Ensure that the school reports against the DRET KPIs as set by DRET & amended from time to time;</p> <p>Ensure that the Principal reports immediately to the CEO any Safeguarding incidents or matters which may impact on the well-being or reputation of DRET & its schools/ academies, including proposed visits by OFSTED.</p> | <p>Strategic Development plan;</p> <p>Any capital bid or proposed alteration to the school's assets (buildings & key assets)</p> |
| Curriculum, pupil welfare & outcomes | <p>Have ultimate responsibility for the effective operation of the schools/ academies, including safeguarding and the academic performance of all Academies.</p> | <p>Hold school Leadership to account for academic performance, quality of provision and of care for all groups of pupils;</p> <p>Regularly monitor and evaluate the performance of all groups of pupils on behalf of DRET;</p> <p>Ensure that the Registration</p> | <p>Any substantive change to the Admissions Policy, alteration to the Admissions criteria or the PAN.</p> |

| | | | |
|--------------------|--|---|---|
| | | arrangements & CRB checks of Governors & staff are regularly updated, and keep Safeguarding under review. | |
| | Determine DRET and individual school/ academy educational targets and approve the related school/ academy action plan. | <p>Ensure that the curriculum as determined locally meets the needs of young people, delivers the requirements of the FA and national expectations, and is in line with DRET vision re Broadening Horizons (aspiration and enrichment);</p> <p>Agree internal targets & keep tracking systems and impact under review;</p> <p>Review the effectiveness and accuracy of the SEF process.</p> | School action plan, as needed |
| Employment matters | Employer of all staff, establish DRET HR policies and terms and conditions, including performance management. | Ensure that the performance management of staff with the exception of the Principal is conducted in accordance with DRET policy & shows correlation between increased pay and the | <p>Any substantive change to the school's staffing establishment or proposed internal restructure;</p> <p>Any intended application to develop a wider</p> |

| | | | |
|----------------------|---|--|---|
| | | performance of pupils. | national or regional presence, such as NLE or teaching school status. |
| Finance | <p>Prepare the consolidated annual accounts;</p> <p>Undertake an annual audit of the finances of DRET and its schools/ academies, and operate the Finance & Audit Sub Committees in line with EFA requirements;</p> <p>Establish and keep under review appropriate delegations across DRET.</p> | <p>Maintain appropriate accounts as required by DRET;</p> <p>Comply with internal & external audit requirements, as required by DRET;</p> <p>Review VFM as part of local budget management;</p> <p>Comply with all financial delegations as required by DRET & keep internal systems under review.</p> | <p>Any applications for grant funding, revenue or capital;</p> <p>Purchases in excess of the sums set out in the financial delegations, as amended from time to time.</p> |
| Legal and compliance | <p>Have ultimate accountability to the DfE and Companies House for the operation of the company and of the Academies, including under the terms of the FA, and of management of risk.</p> | <p>Ensure compliance with statutory regulations, the FA, Academies Handbook, and all DRET policy frameworks & guidelines, incl. the TOR;</p> <p>Ensure that the school monitors key risks on a regular basis, and that key documents such as the SEF and Risk Register are accurate</p> | |

| | | | |
|--|--|---|--|
| | | & up to date; Report through the minutes to the Trust on all decisions taken by the LGB. | |
|--|--|---|--|

GOVERNORS

The Trustees delegate the day-to-day running of the school to the Local Governing Body and specifically the following duties:

Vision and Accountability

- to carry forward the Trust’s vision, in a way appropriate to the specific qualities and community characteristics of the school;
- implementation of actions required to comply with statutory regulations and the Funding Agreements;
- implementation of the policies agreed by the Trustees, including the policies regarding admissions, CRBs and health and safety, safeguarding and child protection, best practice for HR and recruitment, and any others agreed by the Trustees from time to time;
- oversight of the school’s activities;
- holding school leadership to account for academic performance, quality of care and quality of provision

Responsibilities of the Head/ Principal

The Principal is accountable overall to the Trust, through the Chief Executive (who has delegated authority to line manage the Principal). Subject to the specific responsibilities of the Local Governing Body and the policy statements of the Trust, the Principal shall be responsible for the day-to-day performance of the school to the Local Governing Body, including, in particular for:

- implementing the agreed policies and procedures laid down by the Local Governing Body this includes the implementation of all statutory regulations;
- advising the Local Governing Body on strategic direction, forward planning and quality assurance;

- the leadership and management of the school;
- advising the Local Governing Body and/or the Admissions Committee on the admission of pupils;
- managing the delegated budget and resources agreed by the Local Governing Body;
- advising the Local Governing Body on the appointment of the Vice Principal and such other senior posts as the Local Governing Body may determine;
- the appointment of all other staff and (except to the extent directed otherwise by the Trustees and/or the Local Governing Body), the salary grading, allocation of duties, appraisal and discipline of all staff in accordance with the Trust's human resources policies and procedures and best practice for HR and recruitment;
- the maintenance of good order and discipline by the pupils including their suspension and/or exclusion within the framework laid down by the Local Governing Body; and
- All such additional functions as may be assigned under the job description or contract of employment.

Minimising Conflicts of Interest

All Directors and Governors are expected to complete and sign a Declaration of Business Interests to avoid any conflicts of interest. No conflicts of interest have been identified in the development of this proposal.

Independent challenge will be secured through our audit processes. The Trustee Board has established a separate Audit Committee and a Finance Committee and Trustees have a wide ranging remit to examine and critically evaluate individual academies' compliance with the Trusts financial rules and procedures.

The Trust has outsourced its internal audit function, currently to [REDACTED], The Trust's [REDACTED]

Following an audit of all the systems and processes the trust was recently given a clean bill of health by its auditors.

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and

operating both primary and secondary academies. This includes covering off all key educational deliverables involved in the set-up of a new school, as well as ensuring on-going high quality leadership and management of the school, resulting in a track record of improved outcomes.

A well-established team are set to lead on all elements of the project including education, finance, HR, ICT, property, marketing, project management and state boarding provision.

The team offer a depth and breadth of experience which will ensure the timely and effective set up of the school. An overview of the roles and responsibilities, as well as a summary of the expertise, of individual members of the team is shown in section F1.

The Trust is able to confirm that all team members listed in this bid are available to offer the required time commitments to ensure the project is delivered on time and to budget, as well as ensuring the longer term management of the school.

Access appropriate and sufficient financial expertise to manage your school budget

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key finance deliverables involved in the set-up of a new school, as well as ensuring on-going financial management of the school.

Access to other relevant expertise to manage the opening and operation of your school

Through its experience as a Multi-Academy Trust who has set up full sponsored academies, the David Ross Education Trust has extensive experience in setting up and operating both primary and secondary academies. This includes covering off all key operational deliverables involved in the set-up of a new school, as well as ensuring on-going operational management of the school, including the delivery of state boarding provision.

Additional Capacity

Whilst the Trust firmly believes that it has the capacity to deliver this project using existing resources, should it be deemed necessary, the Trust will engage the services of external consultants through its strategic partnerships with organisations such as

Appleyards – an educational and project management consultancy on the DfE framework. All people named in the bid will be the strategic leads.

The Trust would use DfE preferred suppliers, should it be deemed necessary, to provide any necessary expertise currently missing from the group. However it is felt at present that there is sufficient expertise both within the Trust, centrally, and within the Trust's academies to set up and operate a high performing primary school as outlined in this proposal.

F3 Skills gaps identified for once the school is open and a plan is in place to fill them. Any governor identified already have the experience, track record and commitment to drive improvement in a Free School, and manage the trust effectively

The Trust has a database of potential governors from a range of backgrounds and professions, the Trust's Head of Governor Services would use this list and other local contacts to identify suitable candidates. The first appointment to be made will be that of chair of governors. This appointment would be made by no later than July 2015.

The trust is ultimately responsible for the delivery for the development and implementation of the sponsor vision, therefore, the trust believes that the timeline for governor recruitment is appropriate.

The principal will work with the Chair of Governors and use the database and local contacts to identify suitable candidates for the governing body. A full governing body will be in place no later than July 2015

Training and Support for Governors

Due to the increased and changed responsibilities placed upon governors, the Trust is planning to offer a comprehensive training programme, this will include:

- Preparing for Ofsted
- RAISEonline: Making Sense of School Data
- Safeguarding Children
- Handling Pupil Exclusions
- Safer Recruitment
- Managing Allegations
- An Introduction to Governance in a DRET Academy

Local Governing Bodies are encouraged to appoint a governor who will be responsible for encouraging governors to access training.

In addition to this, generic training, which can be shared with other academies in the Trust, training will be developed that can be academy specific; depending on the topic.

All new governors should attend Induction training. Further details will be sent to Chairs and Clerks and will also be featured on the Trust's website.

Clerks are also encouraged to attend training sessions made available to them, in addition to termly briefings.

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one.

| Name | Role on governing body | Area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|-------------|-------------------------------|---|--|--|
| | | | | |
| | | | | |

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

| Skills/experience missing | How you plan to fill the gap |
|----------------------------------|---|
| Finance | We will match the skills required to our governors database |
| HR | We will match the skills required to our governors database |
| Health and Safety | We will match the skills required to our governors database |
| SEN | We will match the skills required to our governors database |

F4 – A credible plan for recruiting a high quality principal during pre-opening

The Trust intends to appoint:

- An experienced Executive Principal with oversight of both Lodge Park Primary and Secondary schools
- A Head of School responsible for the managing the school on a day to day basis and delivering the expected outcomes

It is expected that both of these posts would be recruited in 2014 and for both to be in post for January 2015.

The relationship between the two roles is described above with the Executive Principal having oversight of the new Lodge Park Primary Academy as well as our existing Academy, Lodge Park Secondary Academy. The Executive Principal would have responsibility for the strategic planning and direction of both Academies and would line manage the Head of School who would be the statutory head of the primary Academy.

Given the importance of both roles we would expect the successful candidates to be serving Headteachers, although we would consider an outstanding deputy for the Head of School role

We would therefore prefer to appoint the Executive Principal in advance of the Head of School so that they can be part of the recruitment process for HoS and that both posts can be recruited before the Headteacher resignation deadline of the end of September for candidates to be in post for January 2015.

Executive Principal

We believe that we will recruit the Executive Principal from within our cadre of Academy Principals who will have:

- An outstanding record of school improvement
- A clear alignment with the aims and ethos of the Trust
- An understanding of all phase of education

The salary would be commensurate with similar roles already in place within the Trust as indicated above.

Our experience to date indicates that the role and indicative salary are sufficient to attract high-quality candidates

Several of our Principals have indicated interest in such a role and we believe that a number of these would potentially meet the requirements of the role. However it will be

imperative to have the right calibre of candidates, therefore they would be tested against a national field.

The timeline for this process is as follows:

| | | |
|---|--|-------------------|
| Prepare Applicants Pack for external advert | Head of HR | April 2014 |
| Design TESonline advert | Head of HR | 2 June 2104 |
| Copy to TESonline | Head of HR | 4 June 2104 |
| Advert goes live | | 6 June 2104 |
| Closing Date | | 27 June 2104 |
| Shortlisting | CEO, Head of School Improvement, Head of HR, Trust Representatives, DfE EA | 2 July 2014 |
| Notification to candidates | Head of HR | 3 July 2014 |
| Interviews | CEO, Head of School Improvement, Head of HR, Trust Representatives, DfE EA | 10 & 11 July 2014 |

We believe that based on previous experience the role, salary package and reputation of the Trust will ensure that a suitable appointment can be made through this process. If required, however a second application process can be run simultaneously with the process for the recruitment of Head of School as described below.

Head of School

The opportunity to start a new school from scratch is an incredibly exciting opportunity for serving and aspirant Headteachers and we believe that such a role, backed by the support of the Trust and the Executive Principal will be attractive to a wide range of candidates. Again, we know that many of our senior leaders in the primary phase have expressed interest in a possible role. We are mindful, however, that growing a school from scratch requires a particular range of skills and expertise. We will therefore ensure that the successful candidate receives the highest quality support, and in particular from members of our team who have in-depth experience of establishing new schools

Given the fact the first years of operation will focus on the early years we have given careful consideration to the required skill set and whilst ideally we would wish for a candidate with excellent experience across the whole primary age range we have ensured that through our staffing structure described above this is not an absolute requirement and therefore will seek a candidate who can lead the development of the school but is also mindful of the future requirements of the Academy and how to meet the needs of children of the entire age range.

To maximise the chances of a successful appointment we will advertise on a national basis.

The appointment schedule for the role is as follows:

| | | |
|---|--|-------------------|
| Development of Job description and person specification | Head of HR & Executive Principal | August 2014 |
| Prepare Applicants Pack for external advert | Head of HR | August 2014 |
| Design TESonline advert | Head of HR | August 2104 |
| Copy to TESonline | Head of HR | 3 September 2104 |
| Advert goes live | | 5 Septemeber2104 |
| Closing Date | | 17 September 2104 |
| Shortlisting | Executive Principal, Head of School Improvement, Head of HR, Trust Representatives, DfE EA | 19 September 2014 |
| Notification to candidates | Head of HR | 19 September 2014 |
| Interviews | Executive Principal, Head of School Improvement, Head of HR, Trust Representatives, DfE EA | 26 & 27 2014 |

Should a successful appointment not be achieved the process would be re-run commencing immediately. This timescale would still allow a serving deputy to take up post in January, however we are determined to appoint the best candidate for the post and if resignation deadlines could not be met we would consider seconding a serving head or deputy from another Trust Academy to ensure the planning and deliver of the new Academy was not jeopardised.

Once in place both candidates would undertake the full Trust induction and would work with the Head of HR and their line manager to put in place a comprehensive personal and professional development programme to ensure that they are fully able to meet the requirements of the post and address any issues highlighted during the recruitment process.

The Job Description for the Head of School is set out below:

Job Description

Job Title: Headteacher

Accountable to: The Executive Principal

Core Purpose of the Headteacher

The Headteacher is accountable to the Trust for ensuring the educational success of the Academy within the overall framework of relevant legislation, best practice and available resources made available by the David Ross Educational Trust (DRET)

1. Strategic direction and development

- a. Work with the Executive Principal to develop and communicate a shared educational vision for the Campus that expresses the core values of the Trust and is responsive to the needs of the local community as a whole, and motivates and inspires others.
- b. Work closely with other Academies within the Trust and all key stakeholders to achieve this vision and secure their commitment to its enactment.
- c. Translate the vision into agreed objectives, operational and business plans, and develops appropriate mechanisms for regular monitoring and review.

2. Leading teaching and learning

- a. Work with the Executive Principal and Head of Lodge Park Academy to develop

integrated approaches to the curriculum and learning and teaching for the whole campus.

- b. Work with the Executive Principal and Head of Lodge Park Academy to seek ways to share knowledge, skills and approaches improve provision for pupils of all ages.
- c. Promote excellence in teaching and learning, ensuring a continuous and consistent academy-wide focus on pupils' achievement and development (moral, spiritual, physical and social, as well as academic).
- d. Ensure that a high quality educational experience is available for **all** children and young people that attend the Academy.
- e. Establish creative and collaborative responses to personalising learning and improving teaching within the Academy.
- f. Drive innovation in education ensuring the academy is able to respond to a changing external environment and that the skills, learning and aspirations of children and young people are developing and enhanced at all key stages.
- g. Determine curricula that are informed by current knowledge and best practice to develop the potential of all pupils and equip them for the demands of 21st century.
- h. Develop and implement strategies to ensure continuity of learning at all main points of transfer, in particular from the primary to secondary phase.
- i. Encourage creative, responsive and effective approaches to learning and teaching.
- j. Monitor, evaluate and review classroom practice; celebrate and promote excellence; challenge under-performance at all levels and ensure appropriate action.
- k. Ensure that individual pupil progress is regularly assessed, recorded, reported and used to inform future teaching.
- l. In conjunction with the Head of Lodge Park Academy plan and implements a programme of a range of enrichment and extra-curricular activities which will meet the Trust's aspirations for pupils.
- m. Create a stimulating climate, which will encourage all pupils to fulfil their potential, in the widest sense, and maintain a lifelong enthusiasm for learning and personal development.

3. Leadership of self and other

- a. Provide dynamic, consistent and motivational leadership for the Academy and its teaching staff, ensuring the successful delivery of the vision, ethos, aims and objectives of the Academy.
- b. Set high standards and expectations for personal, pupil, and staff

behaviours and actions in support of the achievement of the Academy's intended outcomes.

- c. Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the Academy.
- d. Implement the performance management framework for teaching staff for the delivery of agreed outcomes and of high quality services through high quality people performance.
- e. Regularly review own practice, set personal targets and take responsibility for own development.
- f. Ensure that systems are in place to encourage all teaching staff to be similarly active in their personal and continuous professional development.
- g. Develop the capacity, through coaching and other appropriate means, of the educational leadership and management, particularly the SLT within the Academy.
- h. Develop an ethos, which ensures regular involvement of teaching staff in Academy developments and encourages collaboration, innovation and individual and team creativity.
- i. Keep abreast of educational developments and best management practice in order to introduce appropriate innovation, whilst building on the best of the Trust's ethos and vision.

4. Academy ethos and community

- a. Create effective means of communication to ensure that all sections of the Academy community (including parents) are kept informed about, consulted on, and have an understanding of the aims of the Academy, its policies, procedures and future direction.
- b. Create strong links and collaborative ways of working with all stakeholders including the wider community, other Academies within the Trust and neighbouring schools, ensuring the Academy is at the heart of the community.
- c. Work with other public and voluntary sector agencies, clubs and societies in the local community to develop extended services to enable the wider community to access knowledge, skills and learning opportunities.
- d. Work with the Trust to support the achievement of locally determined educational priorities and initiatives.
- e. Build wider links to ensure that national, public service, social enterprise and international perspectives feature in the Academy's approach.
- f. Develop positive solutions to achieving diversity, dignity and equality in all aspects of service delivery and engagement with the broader community.
- g. Create a culture where all members of the Academy community respect others and their physical surroundings.
- h. Provide appropriate systems of pastoral care to support the personal

development of all pupils and create a caring climate in which self-confidence and social responsibility are encouraged.

- i. Develop amongst teaching staff an outward perspective and desire to contribute to the wider life of the Academy.

5. Management of the organisation

- a. Deliver effective operational management for the delivery of education within the Academy's budget and in accordance with financial and organisational structures of the Trust.
- b. Work to, and report on, targets for achievement of the Academy and personal targets as agreed by the Trust's Board of Governors and the DfE.
- c. Work within a defined organisation structure, which enables effective and efficient ways of working and supports the achievement of the Academy's objectives.
- d. Work with the Trust, Board of Governors and Executive Principal & Other Headteachers to manage all education resources within allocated budgets; actively seek opportunities for cost-improvements and ensure that 'value for money' is at the core of all financial activities.
- e. Within the Academy's strategic plan, recruit, deploy, develop and motivate a committed, effective and diverse education workforce whose members have a clear understanding of the vision of the academy and of their personal role in enabling and promoting high quality learning.
- f. Work with the Trust, Board of Governors and Executive Principal & other Headteachers to ensure that there are robust, reliable mechanisms for appropriate risk management in all Academy educational activities.
- g. Act in accordance with Trust policies and legislation affecting the conduct of the Academy, particularly governing health and safety matters and employment rights.
- h. Monitor and evaluate pupil and organisational progress to ensure that objectives are being achieved.

6. Supporting the work of the Trust

- a. Develop strong, positive relationships with Trust colleagues; contribute to collaborative work across Trust Academies; and support other staff in participating in Trust work.
- b. Participate in Trust and sector-wide activities in order to share best practice, contribute to the development of Trust strategies and policies and promote the academy and the Trust in a national and local context.
- c. Undertake any other duties reasonably deemed appropriate to the role .

7. Specific Responsibilities

- a. To report to the Executive Principal, CEO and the Trust Board as appropriate.
- b. To report to the Board of Governors, at Academy level, on Academy performance and the implementation of Trust policies, thereby ensuring full involvement of the Governors in strategic planning, business activities, monitoring and building relationships with the wider community.

Notes:

All Academy leaders are subject to the requirements of the National Standards together with the Operational framework. These criteria will form part of the individual's professional development, performance management and review to be carried out by the Executive Principal and CEO.

All Academy leaders are subject to the requirements of the OFSTED measures of effectiveness, which will be monitored by the Executive Principal, Trust Board, and the Chair of the Board of Governors.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the CEO and the Trust Board.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application.

Short listed candidates will be required at interview to complete a variety of activities directly related to the Person Specification, forming an evidence base for the appointment.

| | Essential | Desirable | Measured |
|----------------------------|---|--|--|
| Experience | <ul style="list-style-type: none"> - Experience as a successful Head Teacher or Deputy/Assistant Head in a similar School - Evidence of successful curriculum leadership - Successful establishment of links with the local community - Excellent track record as an effective innovator of education - Proven team worker - Committed to the highest standards in all areas of school life | <ul style="list-style-type: none"> - Successful management of OFSTED process - Experience of driving up standards and school improvement - Experience of working with a SEN unit and/or embedding SEN policies - Experience of working with children of different cultures | <ul style="list-style-type: none"> - Application - Interview |
| Education & Qualifications | <ul style="list-style-type: none"> - Degree or Equivalent - Teaching qualification - Recent and relevant management development / training | <ul style="list-style-type: none"> - Recent and relevant short course experience | <ul style="list-style-type: none"> - Application |
| Leadership & Management | <ul style="list-style-type: none"> - Successful management of whole school improvement strategies - Extensive experience of developing staff and of team building - In-depth knowledge and understanding of current educational priorities - Evidence of effective School development planning - Successful leadership of innovation and change - Successful management of monitoring and evaluation strategies of quality of | <ul style="list-style-type: none"> - Successful management of health and safety issues - Successful risk management strategies - Understanding of the role of governors | <ul style="list-style-type: none"> - Interview - Application |

| | Essential | Desirable | Measured |
|------------|---|--------------|--|
| | <p>Teaching and Learning, student outcomes, quality of provision and efficiency</p> <ul style="list-style-type: none"> - Successful experience of promoting equality and diversity, inclusion and appropriate strategies for children with special educational needs - Successful experience of working with children from disadvantaged backgrounds - Wide experience of managing change, leading innovation and transformational learning and meeting challenges successfully - Motivation to work with children and young people particularly relating to safeguarding and promoting their welfare - Ability to form and maintain appropriate relationships and personal boundaries with children and young people - Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline | | |
| Skills | <ul style="list-style-type: none"> - Outstanding leadership skills - Outstanding classroom practitioner; strategic management, resource management, development planning; personnel management and financial management skills - Effective interpretation, analysis and use of data - Well developed interpersonal and communication skills (including written, oral and presentation) | - ICT Skills | <ul style="list-style-type: none"> - Interview - Application |
| Attributes | <ul style="list-style-type: none"> - Able to develop and maintain good relationships with staff, parents, students, governors and the community - Able to deal sensitively with people | | - Interview |

| | Essential | Desirable | Measured |
|--|-------------------------------|-----------|----------|
| | and achieve positive outcomes | | |

F5 Educational track record (existing providers)

(Not applicable due to DRET is an approved Academy Sponsor)

F6 – Capacity to expand (existing providers and any new applicants seeking to open more than one free school)

(Not applicable due to DRET is an approved Academy Sponsor)

Section G: Budget planning and affordability

Criteria G1 and G2

██████████ Please refer to the excel budget templates

██████████.

Section H: Premises

Please also refer to the Excel template.

Our preferred site would be the site of the existing [REDACTED] located at: [REDACTED], Corby, Northamptonshire, [REDACTED] as an 11-18 academy for 1190 students. However there is sufficient space on an adjacent piece of land to house a two-form entry primary school.

The site is deemed appropriate for new buildings, without compromising the education vision of the existing academy or the proposed Free School. Based on the size of our existing primaries, the Trust believes that a two-form entry primary school would require a footprint, this would allow for dedicated outdoor space for use solely by the primary Free School.

The site outlined above is the Trust's first choice of site for a number of reasons:

- The site is already in Trust ownership which would mean that the process of setting up the school should be more straight forward
- This postcode area of Northamptonshire has been identified by the Local Authority as requiring additional primary place.
- Locating the primary near Lodge Park would enable the primary school to have access to shared facilities with– facilities which would enable us to deliver the sponsor vision of “Broadening Horizons” as it would provide opportunities in the fields of music, sport and the Arts not always available to primary pupils.
- Co-locating the school fits with the Trust's strategy of improving transition from primary to secondary school – as the pupils at Rockingham and Lodge Park Primary Free School would be accustomed to working with the staff and students of Lodge Park Academy

Alternative Sites

We have also been in contact with the Strategic Planning Team at Northamptonshire County Council who stated that they would work with the Trust to identify an alternative site within the NN17 postcode area, if our first choice were not feasible for any reason. However the Local Authority are highly supportive of the Trust's first choice option outlined above.

If an alternative site were required, as well as sourcing potential land for a new build, the Trust would work with the LA to consider the possibility of remodelling existing publically or privately owned buildings (subject to purchase). The Trust is committed to sourcing the most cost effective building solution which ensures that the educational vision can be delivered.

Capital Investment

To support the acquisition of a site, the Trust could make an application to the David Ross Foundation – a grant-making body who have worked with the Trust previously to support the funding of capital build projects. The Foundation has been active in supporting the Trust, most recently in working with the Trust to establish its enrichment programmes.

The Trust has had an Endowment Fund since 2007 when the Trust was created. The fund can be used to support smaller scale capital projects, and the Trust is committed to keeping the Fund at an appropriate level over time. Should it be required, the Trust's bankers, Natwest Bank, can be approached for a loan. The bank is keen to build on its partnership with the Trust

Annexes

Any annexes you add:



- are excluded from the page limit and restricted to CVs for key individuals; and
- should be submitted as part of your application, i.e. as one Word document.

CV's are provided for the following people:

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

CV template

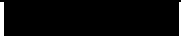

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| 5.a | <p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable | |  |
| 5.b | <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department | |  |

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| 6. | Brief comments on why your previous experience is relevant to the new school | | <p>██████████</p> |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | | |
| 8. | Reference names(s) and contact details | | <p>██████████</p> <p>██████████</p> |

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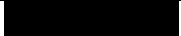

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| | <p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable | |
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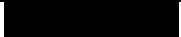

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| | <p>responsibilities held</p> <ul style="list-style-type: none"> length of time in position | |
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| | <p>qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable | |
| 5.b | <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications |  |
| 6. | <p>Brief comments on why your previous experience is relevant to the new school</p> |  |
| 7. | <p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p> |  |

| | | |
|----|--|------------|
| | | |
| 8. | Reference names(s) and contact details | ██████████ |

CV template

| CV template | | |
|-------------|--|------------|
| 1. | Name | ██████████ |
| 2. | Area of expertise (i.e. education or finance) | ██████████ |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position | ██████████ |
| | | ██████████ |
| | | ██████████ |
| 4. | For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification | ██████████ |

| | | |
|-----|--|---|
| | <ul style="list-style-type: none"> ▪ professional body membership number ▪ how your qualifications are maintained | |
| 5.a | <p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable |  |
| 5.b | <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, |  |

| | | |
|----|---|--------------------------|
| | <p>compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> | |
| 6. | Brief comments on why your previous experience is relevant to the new school | ██████████ |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | ██████████ |
| 8. | Reference names(s) and contact details | ██████████ ██████████ |



Department
for Education

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