

# Free Schools in 2013

## Application form

### Mainstream and 16-19 Free Schools

## Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [mainstream.fsapplications2013@education.gsi.gov.uk](mailto:mainstream.fsapplications2013@education.gsi.gov.uk).

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> 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** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

Personal data is collected on this form 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

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	X <input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	X <input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	X <input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	X <input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	X <input type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <b>mainstream.fsapplications2013@education.gsi.gov.uk</b> between 13 and 24 February 2012	X <input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	X <input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	X <input type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED], [REDACTED] CHEPSTOW MONMOUTHSHIRE [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input checked="" type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school   <input type="checkbox"/> Other                 </td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td style="vertical-align: top;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No                 </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>SABIS supported us with understanding diagnostic assessment and the use of phonics in Key stage 1 and 2 at no cost. Should we be successful I would expect them to tender for the work as the education provider under direction of the Trust Directors. The other associate directors with organisations have given their time and expertise to the notion of a free school at no cost. Seagrove and Lambert would wish to manage and direct the project management of the building and its conversion. This would be subject to</p>		

	confirmation and approval by the directors and DfE/PfS.	
<b>Details of company limited by guarantee</b>		
11.	Company name: Bristol Inner City Schools Trust	
12.	Company address: ██████████ Redland Bristol ██████████	
13.	Company registration number: 07860280	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<b>Company members</b>		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	

**Company directors**

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] <b>Principal Designate</b>
	2. Name: [REDACTED] <b>Community Governor</b>
	3. Name: [REDACTED] <b>Chair of Governors</b>
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

**Related organisations**

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul>	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). N/A	

<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes X No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes X No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes X No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	



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

X

### **Declaration to be signed by a company member on behalf of the company**

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 and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

██████████

**Position: Chair of company / Member of company (please delete as appropriate).**

Chair of Company

**Print name:**

██████████

**Date:**

23<sup>rd</sup> February 2012

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

## Section B: Outline of the school

1.	Proposed school name:	The Bristol Primary School
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2016
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	City of Bristol
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annexe A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

### **The Background**

**Bristol Primary School** will be located within the area known as East-Central Bristol an inner city environment that has seen a steady inflow of different people and cultures over the last twenty years into an area of intensive dwelling. The cycle of low achievement in school and social and economic deprivation is well known in Bristol as it is in many other inner cities. The school aims to break this cycle and release the enterprising drive, talent and energy of local people.

### **Why a Free School in the City?**

The Directors live or have worked in the area for a long time and have concluded that opening a free school is the way forward to bring about a transformation in the area. Mastering the core subjects of at least English and Maths is essential if the area is to have any real future and its young people a chance to become successful instead of being ignored or tolerated. Too many local schools have been satisfactory for too long or have failed young people even before they enter secondary school.

The area of Easton has suffered for too long from low aspiration, academic under achievement and deprivation. Local parents fully understand the real importance of a high quality education for their children but until recently have not always known how to achieve it.

Local Primary School provision according to many parents is barely satisfactory and local secondary schools have mentioned to us that transition into key stage 3 has been hampered by low skills levels in English, Maths and Science. Too many pupils have transferred to local secondary schools with key stage 2 SATS levels too low. This has made it difficult for local secondary schools to make steady progress with many local children. Parents in an effort to help improve their child's education have moved them to other schools across Bristol and even into neighbouring authorities. Those that can afford it have even transferred into the private sector to acquire a suitable education. This lack of adequate progress has not only been confined to Bristol but is apparent in many other cities. The situation is exemplified by looking at a recent report eg <http://www.bbbc.uk/news/education-16721884>

The Bristol Primary School is proposed for an area where there is gross need particularly at primary level; need that is measured in two ways. Firstly, there are over 3200 places with a growing shortage of this type of provision so that many children are being educated in inadequate temporary buildings. Secondly, Ofsted has indicated the many problems

that need addressing in the educational offer from local schools and the LEA. (Annexe C-6)

- The Bristol Primary School will be situated in the epicentre of the wards of Lawrence Hill, Ashley and Easton. A map showing the wards, existing primary schools and other facilities is attached. (Annexe C-1). The deprivation is at its height in these wards and drawing upon the 2010 figures we have shown the figures affecting these wards. (Annexe C-2)
- These areas also include the areas of highest place shortage at primary schools in Bristol. Reports have been attached. (Annexe C-3). In December 2011 a debate was held in the House of Commons (Annexe C-4) which described in detail the problems and concerns. The City Council has stated that there will be an **'extra 3,000 children in primary schools by 2015 and with planned housing, this could increase to 5,000.'**

With the greatest shortage being in the area planned for the school, this school provision will allow families to know that their young children stand a good chance of being offered a primary school near to where they live. We are proposing a primary school of 420 places in stage one with a long term aim to open both a nursery and another primary school by 2015 in the vicinity. Our ambition with the nursery is to offer at the lowest cost possible high quality child-care that will allow parents to seek employment and not languish upon unemployment registers because of the cost of child-care.

The key reason for choosing this area is therefore to offer alternative provision in an area of multiple deprivations, shortage of provision, low achievement and where the parental wish for their children to succeed and leave primary school with high aspirations is very great.

**The vision for 'The Bristol Primary School'** is to create an environment that is transformational in three ways by providing an academically rigorous educational programme based upon pupils mastering the basics in the core subjects of English, Maths, Science and IT and by the using the school to kick-start small business enterprise culture.

1. We will make a real impact on the lives of the children who attend the school regardless of their income or background to achieve their full potential with firm foundations in core subjects, English, Maths, Science and IT. This will allow them to excel in secondary education and for the rest of their lives.
2. Our school will demonstrate high behavioural expectations which parents and we believe underpin the school.
3. We intend to offer several school based contracts such as catering to local people who will be trained and supported to deliver the contract to the school in the early stages

*Finally, we intend to raise the aspirations of all the pupils and indirectly in their parents and build their self-esteem towards a belief in themselves to*

*achieve any goal they set themselves.*

### **Achieving the Vision**

The school and its educational programme is based upon the National Curriculum and the core subjects of English, Maths, Science and IT. A greater percentage of teaching time will be devoted to English and literacy across the school in every subject area. This focus we believe will help all pupils achieve the very best that they can and give them opportunities that they and their parents might never have even thought about.

***They will not only desire lifelong learning, but they will also be able to learn all their lives.***

We will start with the assumption that the pupils should be taught to a high standard and that they should master the core subjects to enable them to eventually go to University if they so wish; not by limiting their career horizons as the parents complain that the local schools often do. We have been told that in some schools children from the age of eight years old were being side-lined because they could not reach minimum criteria in either English or Maths. This has affected their life chances at secondary school and beyond.

### **The Parents and the Community-**

Since July last year we have been speaking with community leaders, parents and other professionals about the problems in the area relating to education and the affect a new primary school would have in the locality. Since November 2011 we have held an open meeting every Thursday in the area to allow parents and community leaders to come along and share ideas and their views with us. This forum has allowed us to get very close to leading community figures and helped us establish the idea of a new school. Several parents and community leaders now work on the school application.

The entire demand for the school is being driven by the community itself- see Section E. See Section F for community and parent governors. These local volunteers have created a community action plan in two stages to engage with the parents and community. We have supplied resources and guidance to help them discuss the notion of a new school and allow feedback to us. They held their first public meeting with over 250 parents on 11/2/2012 two more are planned post application deadline along with a series of newsletters. The Thursday evening discussions will continue past July and increase if the application is approved.

The way that this vision was determined was through a number of meetings with parents; first, a series of meetings before the genesis of the school where they described their concerns about the perceived shortcomings of local schools and in particular the way they saw their aspirations for their children to attend university and do well being seen as not important.

Secondly, they felt their children were not mastering the essential core skills they expected them to have in English and Maths. Parents could not see steady progress being made in core subjects.

They wish to have more accessible information on the steady progress their child is making in each core subject. They want to discuss progress with teaching staff on an equal basis with the same information the teacher is looking at. They want to know when their child can not behave the same day not months later in a report. They want to see how their child has performed on each day at school not in a report months old. We took all these ideas and began to formulate a response in the form of what a new fee school would look like and would they support it.

Secondly a series of meetings were held with small groups of parents and community leaders where they said what they did want. This has become the basis of this application. It also led to a full community communication action plan being prepared and conducted in the area to help gain demand for the school and serve as a device for overall community support.

This vision and the related educational plan have been discussed with parents through local meetings and other consultations (described in Section E) to confirm that this vision carried large-scale support. The positive results so far confirm this.

We believe that our school should be a two-form entry school operation from the reception level to Year 6. This will give us a school of 420 pupils assuming that each form takes 30 children. We chose this school model for the following reasons:

- The interest from parents show that this school model is viable and will be well-supported;
- The school is sustainable well into the future,
- The number will make a sizeable contribution to the shortfall of places in Bristol without damaging the existing neighbourhood schools;
- The number allows for an optimum number of clubs and options without becoming too large and destroying the school's ethos;
- The school would develop at the most effective and efficient pace to allow it to impact the local community and other schools as part of the overall vision to make it transformational in academic and community terms.

We intend to enrol pupils at two levels; firstly at reception for the start of Key Stage 1 and secondly at Year 3 for the start of Key Stage 2. We have chosen this initial two pronged entrance for a number of reasons:

- It allows the parental needs and wishes to be met which is that the school allows to take older siblings at an appropriate time and begins to meet the wishes of those wishing to transfer to it;

- It builds up the numbers in a more effective allowing the school to develop its full ethos over a shorter period;
- The range of school based activities and community engagement can be established in a quicker manner;
- It allows for the employment of specialist subject teachers more expeditiously.

We are committed to ensuring that all children regardless of ability, income, or background can learn and demonstrate the highest academic standards and are left with a lifelong love of learning.

At every opportunity we will seek to raise their aspirations. This will be achieved by motivating students, with the desire to learn, and providing an efficient and high-quality educational experience. To help this, students will undergo continuous monitoring to ensure that no knowledge gaps are allowed to develop during their learning process. *No pupil will be allowed to 'fail quietly without intervention and in peace'.*

We expect our parents to be supportive of their children's learning. We will engage parents regularly with supportive "wrap-around" programmes to help them help their children. We will open up partnerships with other agencies to support parents, medical and social care to support both the child and parents In the long term we would want some NHS facilities on site.

Our teachers, administrators and other support staff will also focus on achieving high academic success creating a positive culture; by providing a friendly professional service in a safe, welcoming atmosphere. Everyone will be employed and engaged in driving our vision -pupils, staff, parents and governors - towards outstanding achievement.

Parents and community focus groups so far have told us that they:

- Want their children to master core subjects. In particular English, Maths and Science.
- Wish for a strict code of conduct creating high behavioural expectations and values that they believe will lead to a safer school, home and community.
- Believe the soft-skills of leading, working in teams, helping to build a strong school and community spirit are all important.
- Want diagnostic tests which are meaningful, useful and timely. They wish to know how their children are doing on a more regular basis and see what action is being taken by the school to enhance learning if skills are not mastered in a given time period.
- Wish to have intensive learning programmes for pupils who cannot succeed at first or who find learning English difficult. The parents we have spoken with fully understand that literacy is the key to success



in all other subjects.

- Wish to understand the curriculum offer and have a pacing chart over the year so that they know where their child should be. In this way they can make more sense of baseline information and can gauge academic growth. They also know that this would make parental consultations more meaningful and that these discussions would take place on a more equal basis.
- Would like a whole child monitoring system reporting on their child's ability, progress, attendance, behaviour and participation in school activities in a timely manner with weekly reporting and feedback.
- Wanted a named individual who would be responsible for the collation of all student data who they could speak with at convenient times of the day and a Saturday morning.

We have built these key ideas into an educational model.

The Education in Section D plan reflects closely these parental views. We are working with parents who have also expressed an interest in developing a comprehensive (non-selective) school in the inner-city area of Bristol initially starting at primary level and ranging from Foundation level to Year 11. If '*The Bristol Primary School*' becomes the success we believe it will be, we will apply in the future for it to become an all through nursery to Year 13 school. It may have more than one school operating together as a cluster based upon this same vision.

### **Delivering Parental Choice**

In brief, the key principles that will inform the way the school is run, and which will be referred to in our educational plan are as follows. These will set our school apart from other local facilities that currently exist:

- Transformational through providing an academically rigorous programme;
- Based upon National Curriculum ideas and structure
- Firm foundations in English, Maths, Science and IT;
- Very high behavioural expectations;
- Support to parents throughout their involvement with the school;
- Rigorous and robust regular assessment;
- Back-up support sessions for those falling behind; and intensive classes in the use of English
- Support to help children meet their full potential using student support programmes;
- Working with children to encourage them to raise their expectations

and reach their potential;

- Emphasis on soft-skills throughout their time at the school;
- Whole child monitoring system.
- After school enrichment programmes

Along this primary pathway in the meantime we expect to increase pressure on existing secondary providers to improve and continue to develop the transition offer towards our students. We expect to be ***drivers of change*** in local schools. We expect other schools to reflect the extensive lessons our children will have in the core subjects by improving their key stage 3 offers to them.

We will seek active partnerships in the meantime with local secondary schools to avoid any key stage three dip once our students leave.

***The Bristol Primary School*** will become recognised locally as a school of excellence for a highly diverse student body that maintains high standards of accountability through its educational programme linking all the key stakeholders in a bond of excellence. Our pupils will feel a sense of belonging, demonstrate that they value learning, develop strong study habits, meet or excel national and local academic standards and grow in confidence and character

***'The Bristol Primary School'*** should be publicly funded through the Government's Free Schools programme and will be located close to the centre of the Inner-City area of Bristol.

Above all it will be an all-ability state-funded school set up to meet what local people say they want and need with its core purpose being to improve the education for children in their community.

The school will be with a balance of academic work, self-development, and life preparation that prepares students for success in life and develops responsible world-class citizens. It will blend quality education with the traditional values of hard work and responsibility for self and others. It will enhance the number of pathways a pupil can attain.

The key features of our educational offer will be:

- A well-structured and comprehensive curriculum;
- Adoption of the ***mini-EBAC*** with English, Maths, Science, IT and Spanish taking a greater percentage of curriculum time
- Efficient books, in core subjects, designed to dovetail precisely with the national curriculum;
- Proven instructional methods that keep students engaged and learning efficiently;
- Proven assessment for learning techniques
- Proven diagnostic assessment to enhance teaching and

learning;

- Timely tracking of student performance through regular assessment to fill any learning gaps;
- Cutting-edge educational tools to support the programme and enhance efficiency;
- A well-defined strategy to “narrow the gap” from day one
- A pupil-led organisation that creates positive attitudes and behaviours;
- A safe, disciplined, and positive environment that encourages learning and responsible behaviour;
- Daily planned and systematic literacy and numeracy sessions with creative writing sessions;
- An understanding of the importance of enterprise at an individual and community level
- Regular educational trips to places of educational significance that fit into the curriculum offer within their city to establish civic pride and a sense of belonging.
- An annual residential experience to enhance the overall school experience and sense of belonging.

We aim to create a school that will provide excellent education for all its pupils and also give support and help to their parents.

- The school will welcome pupils of all faiths and of none.
- The school will ensure that core moral and social values will be promulgated such as tolerance, care for each other, and democracy, rule of law, honesty and integrity.

Longer term we hope that students will progress to secondary schools that stress an academic core working to achieve good grades in GCSE, comprising as a minimum English, maths, science, a modern foreign language and a humanities subject. This can only be achieved if at the primary stage pupils have the best possible chance at these subjects based upon the school delivering a version the *mini-EBAC*. This rigorous approach will also assist pupils taking their end of KS2 assessments.

The curriculum will also include PE, music, a range of arts and crafts, extra-curricular activities and a citizenship programme based upon national curriculum principles. The aim here is to enhance the child’s whole school experience and use these subjects to underpin key messages and help raise aspirations. Performing arts and team based sports will become extra-curriculum activities and also take place on a Saturday morning.

Discussions with parents in the area have established a need for such a school and in just four meetings, parents of over 600 children who support the idea came forward. We are now having this translated into formal consultations which will continue after the deadline for 2013 applications.

We are committed to offering equality of opportunity to all members of the school. We will ensure that every child’s individuality is encouraged and that

they reach their full educational and personal potential.

In order to ensure that the children achieve the very best that they can ***'The Bristol Primary School'*** will have additional features described in Section D.

**Additional School Model features include:**

- Support for parents by offering a continual process of parenting courses to assist them with their children and to understand how they can best assist in their children's learning; in partnership with other agencies- "wrap around programmes".
- A pack of text-books, work books and reading books alongside full IT access for each child to keep and to ensure that learning is made as pleasurable and easy as possible;
- All resources to be linked to the national curriculum with support from staff to illustrate how these resources can be used at home with parents.
- Breakfast club in the morning to ensure that the children are effectively prepared for learning;
- After-School activity and homework clubs regularly; some children after school may also be fed to avoid them being hungry in the evenings.
- Catch-up sessions where appropriate available on a Saturday morning;
- Summer School for 4 weeks to correct low performance in a core subject, or to improve performance in TAG pupils or to offer safe play.
- Weekly information reports on a child's progress available on line;
- Individual learning plans for every child with termly targets shared with the parents.

Parents will be involved at every stage and a Parent's Council set-up and supported. Every parent will automatically become a member of our Parent Network which will actively seek to engage parents in the improvement of study skills for their child and act as a vehicle to structure the voluntary work of parents at regular school based events.

***'The Bristol Primary School'*** will create a welcoming, caring environment where relationships are based on respect and to develop positive self-esteem in each child. It is not possible to learn effectively if there is an atmosphere of ill-discipline and good behaviour makes an essential contribution to the educational experience of children. Above all a welcoming, safe and well-disciplined school ensures that the children are confident in their learning and feel positive both about the school and

themselves.

All our children will have an absolute right to develop to their full potential within a positive learning, safe and secure environment. A behaviour policy has been developed that will allow this to occur. There will be a very firm anti-bullying policy and parents will receive and be expected to sign a Home-School agreement in line with national policy.

These challenging aims have produced some very clear KPIs and these were chosen to ensure that we developed targets to meet those aims. We will record and measure them through:

- Good record keeping systems
- Regular assessment as described elsewhere
- Ensuring that these results are available in real time to parents through a website that they can log into and will detail what programme their child is studying.
- Individual study action plans for every student drawn up between staff and the pupil and reviewed on a regular basis
- Supported and recorded catch-up sessions and intensive classes where necessary for those students who fall below or excel agreed bench-marks of learning.
- Facilitated extra-curricular activities linked to learning outcomes that can be measured.

Whilst this recording will be carried out internally and used by staff and senior managers to analyse performance overall it will also be used to target resources and be shared with:

- The DfE on a regular basis
- External evaluators such as the University of Bristol Education Department who have agreed to work with us and act as independent assessors of our work.
- Parents and pupils

We have studied the local schools within a 2 mile radius and looked at schools from across Bristol in relation to our KPI's. We have also taken up the ideas and wishes of parents and considered the education model that can best give us the KPI's below. Section D outlines this process and educational methodology in detail.

**Our expected KPI outcomes will be:**

- Pupil attainment-95% at level 4 in English and 100% in Maths at the

end of Key Stage 2.

- Pupil attainment-95% at level 2 in English and 100% in Maths through teacher assessment at Key Stage 1
- 80% of the students will regularly participate in out of core –time activities
- Every child who presents themselves with English as a second language to receive specialised catch-up support as soon as they arrive in school and 90% of this cohort to have caught up within eighteen months of entering the school.
- To have a contextual Value Added score of above 100
- To be rated Good or Outstanding by Ofsted
- To help any SEN pupil outperform their individual action plan
- To be ranked as excellent in our partnerships with support agencies.
- To be ranked as 1 or 2 with our social cohesion policies and activities.
- To have authorised absence of no more than 5%. Achieved with very active and robust systems and procedures
- To have unauthorised absence and persistent absence at less than 1%. This is much lower than all local schools.
- To have no more than 1 permanent exclusions a year. This is much lower than schools within a 1.5 mile radius
- To have in place a strategy that promotes good attendance and punctuality from day one.
- To create a school with regular participation by parents in their Childs learning and activities within the school.
- To have all our programmes and policies up to date with proper review dates from day one.

We believe that these KPIs are appropriate for the school as, to put it simply, it exactly matches what parents tell us they want. We have therefore chosen these in order to let parents know this is what we'll be trying to achieve and better. When we meet these outcomes we will be meeting the legitimate aspirations of the parents.

Comparing these KPI targets with local schools and what they achieve (Annexe C-5) they are considerably tougher and more ambitious than what is being achieved now. This is however, with the support of parents, what

we believe we can achieve with the methods described earlier. Above all, it is what young people in Bristol deserve.

A standard uniform and dress code policy will be in place and followed at all times by staff and pupils.

### **Religion in School**

Parents have told us every time we meet that they do not want any religion in the school. They claim that it does not support but help segregate their children from mainstream society. They feel that their religion is best taught inside the family or at their chosen place of worship.

This has been a constant message to us since last November.

However we will be sensitive to the range of religious beliefs and experiences that children have. We aim, however, to promote attitudes of tolerance, service and understanding towards the cultural and religious diversity within the School.

We have spoken to a range of religious groups in the inner-city area. They all agree with this stance and are supporting it totally. Parents will sign a home/school. Agreement that religious festivals and worship in the school week will not be used to give an excuse for keeping children at home.

### **Ethos**

We are however a moral school that will develop an ethos that maintains:

- The ability of a child to flourish in their own unique way;
- Standards of behaviour that allow everybody to grow;
- Good citizenship and a wish to participate in society;
- A lifelong love of learning;
- Respect and tolerance for all no matter their faith, race, or individual views and situation;
- Service to others;
- Co-operative teamwork in activities;
- A wish to be the best that they can achieve;
- Individual conscience and notions of ethical behaviour;
- Celebrate humanity;
- Be outward looking and a part of the whole community of the City of Bristol.

These areas will be developed both through the ethos of the school and the behaviour of staff and directors as well as being positively reinforced through the curriculum as set out above.

We are not a religious school. However we will be sensitive to the range of religious beliefs and experiences that children have. We aim, however, to promote attitudes of tolerance, service and understanding towards the

cultural and religious diversity within the School.



## 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 to open later than 2013, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>		60	60	60	60	60	60	60
<b>Year 1</b>			60	60	60	60	60	60
<b>Year 2</b>				60	60	60	60	60
<b>Year 3</b>		60	60	60	60	60	60	60
<b>Year 4</b>			60	60	60	60	60	60
<b>Year 5</b>				60	60	60	60	60
<b>Year 6</b>					60	60	60	60
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		120	240	360	420	420	420	420

## **Section D: Education plan – part 2**

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

## **D1. The overall Curriculum Plan**

The vision for **'The Bristol Primary School'** is to create an environment that is transformational by providing an academically rigorous educational programme. We will make a real impact on the lives of the children who attend the school regardless of their background to achieve their full potential with firm foundations in core subjects, English, Maths, Science and IT. Our mini-EBAC will support the EBAC or provide a firm foundation for other pathways.

This will allow them to excel in secondary education and for the rest of their lives. Secondly, our school will demonstrate high behavioural expectations which parents and we believe underpin the school.

The school and its educational programme will help all children achieve the very best that they can and give them opportunities that they and their parents might never have even thought about. They will not only desire lifelong learning, but they will also be able to learn all their lives.

We will start with the assumption that the children should be taught and that they should master the core subjects mentioned above to enable them to achieve a high level of performance and attainment at secondary school and avoid the traditional key stage 3 dip from which many do not recover. Getting basic mastery of key subjects and skills will allow them to achieve the necessary qualifications to move onwards along a series of chosen pathways including eventually go to University if they so wish; not by limiting their career horizons as the parents complain that the local schools often do.

In some schools children from the age of eight years old we are being told by parents were being side-lined because they could not reach minimum criteria in either Maths or English. This has affected their life chances at secondary school and beyond. We will not let this happen.

All children regardless of ability, income, or background should learn and demonstrate the highest academic standards and will be left with a lifelong love of learning.

We will seek to raise their aspirations. We will motivate students, with the desire to learn, and providing an efficient and high-quality educational experience. There will be continuous monitoring to ensure that no knowledge gaps are allowed to develop during their learning process. *'No child will be allowed to fail quietly without intervention in peace.'*

We show in this plan how parents can be supportive of their children's learning and we have a supportive 'wrap-around' programme to help them help their children.

In brief, the key principles that will inform the way the school is run, and which will be referred to in our educational plan are as follows. We want the whole school to become a learning community. These objectives will set our school

apart from other local facilities that currently exist:

- ***Transformational through providing an academically rigorous programme based upon but not limited by the national curriculum.***
- ***Firm foundations in English, Maths, Science and IT;***
- ***Very high behavioural expectations;***
- ***Support to parents throughout their involvement with the school;***
- ***Rigorous and robust regular assessment;***
- ***Back-up support sessions for those falling behind; and intensive classes in the use of English***
- ***Support to help children meet their full potential using pupil support programmes;***
- ***Working with children to encourage them to raise their expectations and reach their potential;***
- ***Emphasis on soft-skills throughout their time at the school;***
- ***Whole child monitoring system;***
- ***After school enrichment programmes.***
- ***A work–force that is also seeking to learn and be responsive to new ideas***

We will act to ensure that the curriculum offer allows the pupils in the area the opportunities to narrow the gap on achievement and attainment; both in relation to the area compared with other parts of Bristol – and indeed the rest of England & Wales – as well as between different racial groups and on the basis of their entry point to the school and baseline assessment which for the majority will be conducted well within six weeks of them entering the school.

This data will form the basis of future progress measurements and be used to have meaningful discussions with other professionals', pupils and parents.

### **Planned, Regular and Systematic mastery of key skills**

In this section we show how the key features of our vision are translated into the plan through planned, regular and systematic activities and include-

- A well-structured and comprehensive curriculum;
- Efficient books, in core subjects, designed to dovetail precisely with the curriculum;
- Proven instructional methods that keep students engaged and learning efficiently;
- Diagnostic assessment to enhance teaching and learning;
- Timely tracking of student performance through regular assessment to fill any learning gaps;
- Cutting-edge educational tools to support the programme and enhance efficiency;
- A student-led organisation that creates positive attitudes and behaviours;
- A safe, disciplined, and positive environment that encourages

learning and responsible behaviour;

- Daily literacy and numeracy sessions with creative writing sessions;
- An understanding of the importance of enterprise at an individual and community level
- Regular educational trips to places of educational significance that fit into the curriculum offer.
- An annual residential experience to enhance the overall school experience.

We are a school aiming at the highest levels of attainment and achievement.

The figures in Part 1 are for a two form entry at the Foundation Level and a two form entry at the start of Key Stage 2. The numbers are based on the demand in the area on the basis of the shortage of places and the proven demand evidenced from local parents. This is described in Section E.

First, numbers:

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>		60	60	60	60	60	60	60
<b>Year 1</b>			60	60	60	60	60	60
<b>Year 2</b>				60	60	60	60	60
<b>Year 3</b>		60	60	60	60	60	60	60
<b>Year 4</b>			60	60	60	60	60	60
<b>Year 5</b>				60	60	60	60	60
<b>Year 6</b>					60	60	60	60
<b>Totals</b>		120	240	360	420	420	420	420

The Trust Directors have been meeting parents and collecting pupil names since November 2011. They have created a community engagement plan to develop, awareness, interest and commitment from parent in the free school. Since its inception the plan has attracted potential pupils' names on a weekly basis. Parents have also volunteered their time and energy to work with the Directors and form them into a working group. Community governing board members have emerged. The parents wanted us to begin a school at the two transition points included in this bid. So far (as at 23/2/2012) the numbers of pupils stood at over 300. The numbers continue to grow as seen in section E.

### **The Curriculum in detail**

Across the school the curriculum offer is based upon the subject content and learning outcomes demanded by the national curriculum. In core subjects and for Key stage 2 SATS these will be followed. They will form the basis of all other

subjects. The education provider will need to clearly demonstrate that they are able to deliver teaching and resources that match the requirements of the national curriculum at every level and year group.

From the time that they enter the school in Reception, our curriculum will prepare pupils to master basic skills in literacy and numeracy and for success as members of society. We intend to have the core subject timetables in to every pupil's timetable. Specialised staff will undertake and direct the core subjects across the school in every year and class cohort.

- Mastery of the core subjects are seen as essential precursors to everything we do.

In order to achieve high national standards with the diverse, at-risk pupils to be served by *The Bristol Primary School*, the Directors have chosen to seek out a proven education provider that has a world class curriculum offer aligned to the UK curriculum. It will provide teaching, evaluation, and technology to support the offer. We are confident from our provisional work that we have identified a number of key providers who will be able to offer a service that entirely matches our vision and is sustainable over time. See Annexe-D1.

Challenging pupils academically and maintaining high behavioural expectations will not only fulfil our vision, but also help pupils to believe that they can achieve at a high level and conduct themselves responsibly.

The education plan of the school also recognises the need to improve the educational experiences and pupil performance of at-risk pupils, learners of English as a second language, pupils receiving free school meals, and pupils with special needs.

The catchment area of the school includes limited English proficient learners and will be served well by a curriculum that includes a variety of textbooks, workbooks, multi-media, and supplementary learning material.

The map and tables appended at the end of the section gives details of the area, the proportion of residents without English as a first language, and the demographics.

Innovative instructional and data tools will enable us to identify gaps in pupil knowledge and work to close those gaps in an efficient, planned and systematic way from day 1. Pupils will be given diagnostic assessments in a planned and regular manner to inform their education so that they can be placed appropriately into subject classes, intensive classes or accelerated intensive classes.

Pupils who have difficulty mastering essential concepts in English and Mathematics are assigned to Intensive Classes (ICs), resource rooms, and/or tutoring sessions to help them understand the skills and concepts that are being addressed in our internal schemes of work.

Pacing charts will be shared with both pupils and parents. These charts support

the school/parent relationship and week by week illustrate to a parent where their children are in the learning process. They allow for home/school monitoring and provide a basis for discussion between parents and professionals.

These charts support the school/parent relationship and week by week illustrate to a parent where their child should be on their academic progress. This chart is supported by individual diagnostic assessment data that will be shared with parents online and at more traditional parents afternoons or evenings. This data will be collated into the system on a regular basis and be made available to families. It is our intention to make staff available on a Saturday morning by appointment to speak with parents on a regular basis.

The main objectives of the Intensive classes held in school, on a Saturday or Summer school is to get pupils to catch up and returned to their classrooms as quickly as possible.

Intensive classes also work for Talented and Gifted (TAG) pupils. Not only will these pupils be linked into special programmes they will also benefit from working alongside other pupils within University led programmes that exist in Bristol in Maths, Technology and Science. The same diagnostic assessments will be used to identify such pupils and monitor their progress.

Curriculum materials to be used in the class room will often be tailor-made according to pupil needs. Differentiated materials will have the benefit of specialised provider staff ensuring they are fit for purpose and link into other resources and the overall programme of study. At-risk pupils will have the benefits of the curriculum and instruction that has been shown to be successful for closing achievement gaps to enable at-risk pupils to earn high performance scores.

The education provider must clearly show that they have the proven expertise and resources to clearly demonstrate that they can close the gap in pupil performance linked to ambitious overall school targets especially in literacy and numeracy.

They must also demonstrate that they have the ability to deliver accelerated learning pathways for TAG pupils.

### **Teaching Strategies**

We recognise that children learn in different ways and therefore we are looking for teaching staff to provide a variety of teaching methods suitable for each age group and supported by the appropriate resources and a variety of assessment for learning techniques. Some are listed below. This whole area will be of special INSET interest and a continuous theme in the school INSET calendar.

Our school's teaching strategies will include:

- teaching for mastery using direct instruction;
- rely on careful lesson planning;
- follow schemes of work fully aligned with core standards;

- use scripted resources either in book format or online that allow staff to ensure concepts are taught point-by-point.
- accomplish collaborative class work by encouraging pupils to work in teams that have been introduced to them working as part of the teaching process. This will add to their knowledge and development of “soft skills” training.
- encourage pupils to give presentations of their work
- teach every pupil to work with a white board and other technology based media to the whole class
- encourage peer tutoring;
- assess frequently, using tests developed by outside experts, i.e. not teacher-written;
- monitor pupil learning to close gaps whenever they form.

Our teachers will manage their classrooms by: following the pacing of instruction; developing appropriate support materials and points; explaining concepts; presenting materials; providing examples; questioning for understanding; monitoring written activities; receiving information from pupil prefects, checking for mastery of concepts, re-teaching necessary points; marking off points as learned; maintaining momentum during instruction; enforcing the Code of Conduct; supporting the school's enrichment programme and celebrating success as often as it occurs.

Class based subject Teachers will be supported by academic recording staff who understands the use of pupil data to inform and direct pupil progress. The above teaching strategies will be altered in line with pupil performance in each core subject and reviewed on a regular basis by members of SMT and subject heads. Professionals will be working in Child Linked Teams – CLTs – to facilitate professional discussions about pupils and their progress.

We believe that peer coaching will be a powerful tool for our pupils. At our school, class assignments will follow instruction. Pupil prefects will quickly check each individual pupil understanding of the point. If the feedback from the prefects to the teacher indicates more than a few pupils haven't learned the point, the teacher will re-teach the material before moving ahead. Nurturing leadership qualities and other ‘soft skills’ will be important performance indicators for the school and be driven through the school by Pupil Life programmes and Student Voice.

### **Measurable Objectives**

The curriculum will be implemented using point-by-point teaching which enables teachers to maximise the number of points and amounts covered in any class period. The success of the school will be measured by the value it adds to each child from a base line established upon entry to the school.

We will provide extensive training. The education provider must supply extensive class training on systems and procedures, effective techniques and pedagogies for delivering the school curriculum. Teachers will be provided with support for



class room planning, preparation, subject curricular and teaching towards high academic standards on a regular basis. Teaching staff and their work will be observed and monitored on a regular basis and graded along Ofsted guidelines. The objective will be a one in all areas of teaching and learning. More senior staff will mentor younger staff; NQT's will be supported by SMT over the first 2 years.

PPA time will be accommodated in the school day after the pupils have left site. Staff will be expected to conduct a scheduled meeting once a week and take part in directed time activities. Marking will be kept to a satisfactory level as much will be conducted online.

Each teacher will be provided with schemes of work for the subject taught. A set of Pacing charts for each subject will also be supplied to the parents to allow them to engage with their child and understand exactly where they should be and understand as each week and term unfolds. They will cover the three terms of the year. These charts ensure teachers teach what they should and the essential skills to allow the pupil to move onwards. The pacing charts and schemes of work are aligned and the work assessed with each module/topic or unit assessment.

This assessment is timetabled into a slot; the child will know this is happening as it's timetabled. Almost instant feedback should be provided to the pupil and the parent. The data derived will help form the improved performance data we are seeking for each pupil and the school as a whole.

We have set out a challenging series of KPIs (Section D4 and Section C) that are challenging. However they are appropriate for the school as, to put it simply, it exactly matches what parents tell us they want. We have therefore chosen these in order to let parents know this is what we'll be trying to achieve and better. When we meet these outcomes we will be meeting the legitimate aspirations of the parents. Our curriculum will allow these KPIs to be met. In Annexe 2 we have referenced our KPIs with comparisons from local schools as well as giving a map of the area and showing the demographic basis of the area. We have also given key information on neighbouring schools.

### **Description of Curriculum**

In our school at reception age and into Key stage 1 we will employ specialist staff who will remain with their class for all subjects in the traditional manner. They will teach the requirements of the national curriculum in this area.

However, specialist English, Maths and Science staff will be timetabled to support core learning to ensure progress and continuity is maintained. Team teaching may allow the subject specialist to teach or together they may work on a class based task. At this key stage the class room teacher is the central focal point for teaching. Class size will be as defined by the admissions and PAN-Classes will be set at 30 pupils. In some classes these classes may be smaller if pupils are removed for one to one work, small team, intensive classes or other teaching based strategies.

The goals of these early years are as follows:

- To help children develop a positive attitude and excitement towards their learning;
- To help stimulate pupils awareness and acceptance of themselves and the world around them;
- To help pupils grow and develop at a steady pace;
- To build the foundations for steady progress in the next key stage and build in an understanding of core subject skills in English, Maths and Science.

The curriculum of these early years is based upon an understanding that all children learn in many different ways. The teacher will have experience of implementing different methods including play and exploration, questioning and manipulating, observing, listening and role–playing.

The pupils will have individual class rooms resourced to allow the use of play as well as multi-media resources to help stimulate pupils.

The class room should be laid out to allow self-directed, teacher directed and peer directed learning to take place. The main emphasis will be placed upon social and emotional development but time will also be used to foster skills and an interest in the core subjects.

We will ensure that an education provider can match these objectives and provide a linear and effective link from Key stage 1 into Key stage 2.

In our school we want the curriculum from the age of seven into key stage 2 to be sequential, linear and designed to teach age appropriate skills, knowledge and understanding. All core subjects are broken down and taught as sub-subjects in each lesson.

The class room teaching formula for each subject will be:

**Teach, Assess, Review and Celebrate**

The core subjects are:

- English
- Maths
- Science
- IT

The school will employ subject specialist teaching staff who will teach in their specialism the requirements of the national curriculum. The teachers will move around the school not the pupils. Specialist subjects must have their own rooms, e.g. IT, Science and Art. These same staff will also teach or support teaching and learning at Key stage 1 with slots on the timetable for core study.

In this way we feel we can manage and direct resources to improve

performance.

Every subject is taught with previous work in mind in order to provide continuity in curriculum that advances in difficulty each year. Each subject is taught they do not form part of any continuous whole school theme or project based learning process.

We would wish to teach specialised core subjects in appropriate rooms. We would wish to have a Science Laboratory, IT Laboratory and an Art suite to help facilitate high quality outcomes. The entire school must become an Art Gallery for pupils work.

Celebrating and being positive in creating a “Can Do” ethos will help increase aspirations and motivation of both pupils and staff. Regular class and school assembly will focus upon achievement, academic success and positive personal aspirations.

The Bristol Primary School Education Model is based upon educational experience, academic research and parental wishes. It links together academic and enrichment activities. It has the pupil at its core. This can be described diagrammatically in – Pupil, Parent, Community Education Model.

### **The Core Subject Curriculum Model**

The table below illustrates the time % the directors feel should be given to each subject at key stage 2. At reception and key stage 1 core time will be introduced with time dedicated to Maths and English supported by the specialist teacher working with the class teacher. Once a child moves into key stage 2 the lessons will be timetabled.

#### **Key Stage 2 Year 3.**

<b>Subject</b>	<b>Lesson Number</b>	<b>Minutes</b>	<b>%</b>
English	9	450	25%
Maths	6	270	15%
Science	6	270	15%
IT	4	180	10%
Spanish	2	90	5%
Social Studies*	4	180	10%
Art	2	90	5%
PE/Music*	4	180	10%
PLO*	2	90	5%

#### **English**

This subject will dominate the curriculum in terms of devoted teaching time. Literacy will be embedded in every other subject area.

English proficiency [reading comprehension, verbal and written comprehension]

is the foundation of progression in all academic subjects and will be reinforced for all pupils in all year groups.

## **Reception to Year 2**

Key areas will include reading, writing, listening and speaking.

Phonics is to be used to teach reading through values of letters, letter groups and syllables. Measurable objectives will include-to build strong word building and decoding skills, develop fluency, pronunciation and improve comprehension. Aspects of grammar will be taught through literature.

## **Beginning at Y3**

English is taught via engaging the pupils in worthwhile texts, connecting with phonics, vocabulary, grammar, spelling, writing and reading for understanding. Classics and contemporary literature from worldwide cultures should invite pupils to explore topics in more detail and from a variety of perspectives.

Measurable teaching objectives involve, written material, world literature, writing standard English, effective speaking and listening, expression, phonics and critical thinking. Measurable objectives for reading relate to-literacy selections, reading language appreciation, and reading for pleasure. Measurable objectives for composition skills will include-writing process, extended writing and being able to devolve ideas and facts from research papers.

## **Using Phonics across the school**

One of the goals of the school is to ensure **all of its pupils** develop proficiency in the English language as a tool to communicate effectively across the curriculum and as an instrument for thinking, learning, and imagining.

We feel, and parents have told us, that a failure to grasp English is preventing their children from performing successfully in school at all ages, and becomes a major obstacle to well-being and entry to the labour market.

Modules and units of study will be through a structured series of texts that are supported by customised workbooks, teacher guides, dictionaries, and other supplementary materials that offer teachers and pupils' strong support. Teaching and pupils participation will be carefully planned and systematic with regular activities such as reading every day and assessments on progress gained in order to ensure progress.

- English will be taught through a proven reading scheme.

It will concentrate on the four major aspects of language: Reading, Writing, Listening and Speaking.

We will use a phonics reading course which offers all the elements of an effective early reading programme that aims to teach children to read with fluency,

accuracy, understanding, and enjoyment. Its components must include: the explicit instruction of phonemic awareness and phonics, vocabulary development, reading comprehension skills, and fluency development through practice with de-codable short stories in the phonic readers. Its use will be systematic and form a regular feature on the pupils' timetable.

As pupils develop they attain fluency through materials around phonics. These feature phonetic CVC and CVCe words, blends, and diagraphs that correspond to the phonics lesson learned to consolidate the associated phonics lessons. Careful introduction of 'high frequency' words together with a review of sounds taught previously, allows pupils to read stories in everyday language.

We intend to introduce workbooks that follow the phonic progression and provide a wide range of activities to help pupils reinforce their phonics knowledge and increase their encoding ability. High frequency words are also introduced systematically into year 3 and KS2.

After initially following the phonic progression, workbooks are based on the world-renowned Dolch-Fry lists, and practice words with common phonetic or structural elements and frequently misspelled words. The programme connects spelling with phonics, vocabulary, and writing to promote success for our pupils.

Handwriting will be a complete course that aims to guide pupil's handwriting skills from the pre-literate stage through to competency in cursive writing.

The early levels provide pre-writing activities and a careful guide to the correct formation of lower and upper case letters. It lays emphasis on neat and correctly formed handwriting, letter spacing in words, and word spacing in sentences. Practice is encouraged at every stage through the provision of clearly printed text models that allow pupils to practice tracing, copying and other writing activities around individual letters, words, whole sentences, and poems as they develop their own styles.

Traditional stories explore the worlds of these well-loved foundations of literature. Beauty and the Beast, Cinderella and her step-sisters, and many other captivating figures are presented in accessible texts, with dictionaries, workbooks and CDs that support and guide. Similar stories from around the world will be used.

The Directors feel that understanding the culture of the UK is best developed via the introduction of historical readers in a cross-curricula theme that will be developed with History, Geography and English to help bring the subjects to life.

We recognise that developing vocabulary allows pupils to understand what they are reading and that the most effective strategy for teaching vocabulary is to introduce pupils to new vocabulary in context, rather than in isolation.

Writing skills are essential to success in school and beyond. To write grammatically correct English that is appropriate to the task is a mark of having attained a good education. Consistent application of this framework focuses

instruction on specific skills and instils good habits in the minds of pupil writers. Pupils will follow a standard writing process to produce a well written sample of each genre.

The English department will teach standard sentence structure and correct usage. The courses offered must break down the complexities of the structure of the English language and explains it in ways that are easy to understand.

Reading will be assessed at least twice per term including:

- Phonics letters sounds and words
- Sight word recognition
- Reading fluency and expression
- Writing of letters, sounds and words (dictation/spelling/handwriting)

Also assessed will be:

- Reading comprehension as a core skill in the reading programme
- Language assessed twice per term
- Vocabulary assessed twice per term
- Writing also assessed twice per term

The planned, regular and systematic approach to the teaching of English in school will be assessed on a regular basis and be recorded for use by staff, parents, pupils and SMT. Results in this subject will provide the data to help support the child with intensive classes or accelerate them as TAG pupils. This subject will be used with Maths and Science to act as a determinator to recall pupils to Saturday or Summer school.

## **Mathematics**

Maths will follow the national curriculum. We wish also that Maths will focus upon applying the contents of the subject around enquiring and solving real-life problems and applications; looking at why a concept is true; why a concept works; and how to use each mathematical idea. It must be fun, whilst not forgetting basic skills in the core ideas of Addition, Subtraction, Multiplication and Division.

Our pupils should realise that Maths is a language of precision and problem solving that has a vast application in every aspect of work and life. Literacy will be encouraged with problem solving using words and numbers encouraged.

Generally, mathematics at the early stages will focus upon essential concepts of arithmetic; involving the four operations of addition, subtraction, multiplication and division. Topics such as place values, fractions, decimals, metric measurement, money, time and geometry are taught in a sequential linear manner from one year to the next, resulting in a solid mathematical foundation.

Mathematics by Year 1 will have measurable objectives of learning essential concepts of arithmetic involving the four main concepts of addition, subtraction,

multiplication, and division. They will be used through applying these ideas to whole numbers, fractions and decimals. Pupils from Year 2 to Year 3 will formulise arithmetic abstractions with measurable objectives such as adding and subtracting positive and negative fractions and decimals. Basic geometry will begin from Year 3 onwards.

Maths across the age ranges will be taught using a wide range of online materials, text and work books. Pupils will be able to take work books home to practise their skills in planned homework assignments.

## **Science**

Pupils begin with simple science and should build up to more complex science. Science courses at each level will provide a variety of ways for pupils to learn problem solving skills, analytical thinking and the ability to become scientifically literate individuals.

We want pupils to apply science in their everyday lives through real-life problems. Whether in classroom exercises or laboratory sessions we want pupils to relate course materials to data. We want science to be fun and exciting and be based around two core strands that follow the pupils to Year 6.

- Life and Environmental Science
- Physical Earth Science.

The science lessons should be activity based with full use made of a fully fitted laboratory for pupil use. Science courses provided will have measurable objectives, learning the materials, problem solving and analytical skills. The contents of any course should be via real-life applied science. Measurable objectives will include theories, process of inquiry, mathematical use, language of science, applications of technology and equipment the use of **ICT**.

Scientific literacy will involve observation, evidence and interpretation and be project based. Pupils will be given opportunities to explore science with extended projects that links the school and wider community together. The school will encourage women into science and seek to improve performance in this area.

All pupils from the age of 7 years would be taught in a purpose built Science Laboratory. This laboratory is an important part of our vision for the school. Other primary schools will be encouraged to come along and use it. It will support effective transition in the area.

## **Information Technology – IT**

The suggested curriculum will be designed and implemented over 3 sequential phases. The phases can be identified in the following way:

- Phase 1 covering Years 1 to 3 – Foundation

In the foundation phase pupils will have the first encounter with the computer and its parts. They will observe, name, know, and distinguish the various external hardware parts and their uses. The emphasis in Years 1 and 2 will be on using the mouse and the keyboard using simple typing and drawing software. Year 3 will wrap up the knowledge from previous years, and on the basis of what they know they are expected to classify computer parts and know about major internal structure of the computer. Year 3 will acquire operation skills including basic Windows operations, text typing and formatting, additional drawing and colouring skills, and general understanding of the internet.

- Phase 2 covering Years 4 and 5 – Basic Skills

The range of skills within this phase will be wider, to include information manipulation, organisation and presentation. Pupils will be expected to use spread sheets, organisers, electronic presentations, and reports to collect, manipulate, organise, and present information related to various issues of concern.

- Phase 3 covering Years 5 and 6 – Production

In the production phase, pupils are expected to transform ideas and concepts to finished products using a variety of advanced features of previously learned skills and new skills. The emphasis in this phase will be on multimedia manipulation using applications in image processing, audio-video editing, animations, and interactivity. Year 6 will include an introduction to programming that will give new perspective of computer usage and enforce critical thinking and problem solving skills.

All pupils would be timetabled into this purpose built IT room

### **Other subject areas**

The Directors are mindful of the emergence of the EBAC at secondary school level. They are very keen to create and develop *mini-EBAC* pupils who are prepared early for success at a local secondary school. Support of a *mini-EBAC* made up from core subjects is a key performance indicator and will be internally awarded and made much use of in the *Transition Passport* we wish to create. It also places pressure on local secondary schools to improve their key stage performance and transition offer to our pupils aged 11years old.

In addition to the core subject areas above the school will have a study programme for social studies, a world language, music, art, health education, citizenship following SEAL principles and PE.

### **Modern Foreign Language – Spanish**

One of the key distinguishing aspects of the school will be early instruction in world languages. We felt that an important part of our school's mission to



prepare students for secondary education and for life in the 21<sup>st</sup> century is helping the students achieve proficiency in a modern foreign language. The Directors have looked into the language option and decided that Spanish is the optimum language subject to be introduced to all pupils aged 7 years old and continued throughout their time at the school. They feel it is an ideal entry language to other modern European languages.

We see this subject supporting the teaching of English grammar.

Pupils will learn about the Spanish language and gain an understanding of the history and culture of its people. Starting in the Year 3 Spanish will be offered to all pupils. World language classes will be taught in the target language by teachers who have native speaker fluency in the language they teach.

English will only be used to highlight a point or to draw a meaningful comparison between the first and second language. Language acquisition begins with vocabulary taught orally, then structures learned inductively and reinforced with developmentally appropriate grammatical concepts.

The world language programme sets the following overall objectives for pupils from Year 3 to Year 6.

- Comprehend native speakers of the target language;
- Engage in and sustain simple conversation in the target language;
- Read short passages on familiar subjects intensively and learn to scan extended passages in search of noteworthy information;
- Demonstrate knowledge of how cultures, as systems of values, evolve with time;
- Demonstrate development of language learning techniques.

The comprehensive world language curriculum consists of the four skill areas of language learning: listening, speaking, reading, and writing. Cultural understanding is also developed. Pupils are expected to do their best to express themselves in the target language from the beginning of language study. Staff will be attached to the English department.

### **Social Studies**

The Social Studies programme will be made up of History and Geography. Pupils will study these subjects drawing upon the cultural diversity of the local community and countries from around the world. We feel that pupils should have a 'hands on' approach to these subjects and feel the use of effective field trips and use of external agencies to be most effective in this subject area.

The Directors feel the subjects should be taught as a vehicle to increase awareness of key citizenship skills and knowledge surrounding the principles of liberty, tolerance, reason, democracy, and the rule of law.

A sample social studies module could be – 'The Victorians'

- Class led discussion about who the Victorians were;
- IT research and investigation into Victorian Bristol and the SS Great Britain including utilising their study centre;
- Field Trips to SS Great Britain Museum and Records Office;
- Use of statistics on Bristol as a Victorian Port;
- Statistics on migration to USA aboard SS Great Britain;
- The start of the Commonwealth;
- Exploration in Africa;
- Noted Victorians and comparisons with other cultures;
- Presentation of Findings;
- Development of Web pages;
- Introduction to school of guests and visitors to see work

### **Integration of Subjects**

Apart from the core subjects, the school will encourage a policy of integrated study. One example might be a science project. The task is to look at the way that differing streams in the area support wildlife and the reasons why. This could include:

- Research in books about the subject;
- Writing about the idea;
- Giving a talk about the project to a local group;
- Carrying out wildlife observations;
- Simple chemical analysis;
- Manipulation of data;
- Writing a report;
- Presentation of report to community and press.

### **Apply core subject knowledge to 'real situations and everyday events**

The Directors believe that the best education can be delivered in subjects when the core content is "made real" and applied to everyday situations and events. In this way a variety of soft skills and mastery of core subjects can be reinforced. It would be desirable if as often as possible class based skills can be applied to real world situations and events to help core subjects become applied and realistic. Any provider would need to demonstrate and ensure that the core skills were well supported in case study materials, all resources and real world applied examples.

These '*integrated topics and real situations*' may well form part of a block or week when a subject is studied by the whole school in depth and the opportunity to work with a wide range of external organisations is maximised.

### **The wider curriculum and raising pupil aspirations**

#### **Pastoral Care.**

Every pupil will be assigned a class and be recognised by the initial of the

registration teacher and year group e.g. SS1 or AB3. At the start of the school day each child will line up and be led by the class registration teacher in to classroom for registration and checking of uniform, being prepared for school, lunch numbers etc. This 10 minute session will be the only time they meet their form tutor every day. In the afternoon the subject teacher after lunch will take the register within the first 5 minutes.

At key stage 1 and reception the pupils will stay with their nominated teacher all day.

On the timetable of each pupil and led by staff will be a session covering PHSE/Citizenship. For pupils in key stage 2 they will be involved with their nominated Pupil Life organisation activity.

Each class will have a class based assembly in its room once a week and if acceptable based upon the chosen site a whole school assembly to focus upon key issues and celebrate school success.

The Directors are mindful of the importance of pastoral care and have chosen to support much of this work using the Pupil Life organisation concept. This will be supplemented with set modules and topics dealing with life issues.

Further discussion with staff will revolve around the pastoral system to be organised and delivered in the school along with a rewards system for academic work.

For too many pupils and young people in this part of Bristol their education experience has not been enjoyable or successful.

Apart from underachieving in set piece examinations because they lack the core skills to do well. They have also lacked the motivation and aspiration to perform well in social interaction and within the wider community. Many feel isolated and segregated from the wider community of Bristol and society in general. The Parents and Directors recognise this situation as an underlining cause of social tension and a reason why the feeling of failure continues.

The directors view the raising of pupil aspiration to be as important as exam success and wish to introduce a series of opportunities in the school week to improve aspirations, self-esteem and the "soft-skills" employers tell us they are looking for.

The opportunities to achieve these goals come from Pupil Life. A pupil led and staff managed series of activities and events that allow the pupils to have direct control over this part of the curriculum. The pupils in teams work closely with staff to achieve a set of individual and whole school goals and ambitions. The notion concentrates upon having all pupils involved with a role or responsibility and linked into cross curriculum projects or whole school events.

### **Pupil Life organisation**

In essence this pupil led organisation will lead to the following outcomes being achieved:

- Build, Support and Sustain the values and ethos of the school
- Build self-esteem, and a sense of responsibility and belonging
- Create and build aspirations
- Support the behaviour code of the school
- Development and create the opportunities to learn soft skills and new areas of interest
- Promote lifelong learning
- Help sustain links and community partnerships.
- Engage the pupils in real activities
- Allow the pupils to shape part of the curriculum into areas that they think are important.
- Promote, learning, tolerance, service to others
- Support the moral code of the school

All pupils at the school are part of The Pupil Life organisation; PLo. In Year 2 through to Year 6, every pupil is assigned a job based on his/her interest and needs.

Some of the PLo job roles are:

- Teacher Helper
- Cafeteria Prefect
- Library Prefect
- Greeter
- Ambassador
- Study Buddy
- Reading Buddy
- Hallway Prefect
- Playground helper
- Tutor Lab
- Activities Prefect
- Indoor Discipline Prefect
- Outdoors Discipline Prefect
- Shadow Teacher
- Community Service
- Etc.

These jobs teach our pupils responsibility, accountability and leadership. All pupils are taught life skills to complement the academic learning.

They get involved in their own school and learn the basic organisational skills as well as basic Time Management skills. A post will be created known as the Pupil Life organisational controller will be appointed to help develop this programme and seek out other school based partnerships and raise aspirations through:

- Seminars and tutorials on selected topics
- Creation of School Ambassadors
- Business Links
- Agency links
- Projects
- Competitions
- Whole School Activities
- Performing Arts
- Sports Programs.

As the pupils grow older and after Year 4 they earn responsibilities that require them to get involved at a deeper level and be responsible for other pupils as well.

They start getting involved in one of six different areas of school development that constitute the full-fledged Pupil Life Organisation. The 6 departmental areas of the school along with their sub-Departments are as depicted below allowing every child to take part in the management of the school.

### **Academic Department**

- Class support/buddies
- IT study classes
- Assessment Preparation
- Exam Preparation

### **Academic Events**

- Shadow Teachers.
- Discipline Department
- Class
- Indoors
- Outdoors
- Anti-Bullying
- Peer Mediation
- Management
- School Council/Student Voice
- Web Site Update

### **Sports Department**

- Sports Leagues
- Sports Equipment
- Sports Reporting for web site
- Sports Events

### **Performing Arts Department**

- School Plays

- Stage
- Front of House activities

### **Activities Departments**

- Clubs
- Events
- Library
- Outreach/Partnership
- Ambassadors
- Community Service
- School Buddies
- Student Voice

### **Lower School Department**

- Working with younger children aged 4-6years old.
- Sports Coaching

Pupil participation in PLo and Saturday/Summer school activities will be recorded and form part of the transition passport pupils takes with them in Y6. PL will be the subject of SMT reviews on a regular basis and form an important part of the school development plan.

The school intends to create a Pupil/Student Voice in the school to support decision making and reflect the ideas and thoughts of the pupils in decision making and curriculum development. In particular they role will be useful within creating PLo and any PHSE programmes.

### **Child-Link Teams ‘no pupil becomes invisible’, a link between teacher and pupil**

To ensure that all pupils receive the best service and help from the school every child will be placed in a Child Link Team or CLT.

The CLT is a partnership between staff and pupils. The entire school cohort will be broken into smaller teams and be supported throughout by dedicated CLT. The CLT will know the needs of every child in depth allocated to them.

This distribution of pupils will ensure effective and efficient use of staff , ensure all pupils have a team of staff to speak with, act as an early warning system to pupil based issues and allow the SENCo to concentrate time and resources on pupils whilst at the same time ensuring all pupils are being well cared for.

This notion will be underpinned by the traditional role of the form tutor who will be allocated a class for registration purposes and act as a link throughout key stage 1 and transfer into Key Stage 2.

The Directors feel using this will ensure no child is forgotten left behind or

become part of the “silent hidden cohort” that exists in many schools.

Small CLT's will help reinforce the school ethos and help prevent bullying, feelings of loneliness and insecurity that some children have.

They will also underpin aspiration programmes and the notion of being successful is fun and celebrate team success as often as possible.

It will have an inclusive focus to its work and seek to help all pupils and ensure they reach the best level they can. Where appropriate it will be supportive to the nominated SENCO and SMT.

The prime CLT goal will be to remove barriers to learning and to support all activities to raise aspirations and attainment at the school for every child. No pupil should leave school feeling they are not valued or noticed.

The CLT is a multidisciplinary group of school professionals who gather together to organise resources and develop plans to:

- support generally pupils in the school;
- assist children experiencing learning or behavioural difficulties in the general education setting;
- support gifted and talented pupils to the highest level of attainment;
- prepare children/classes for transition;
- seek ways and methods to raise aspirations of children;
- take an interest in all children in their team;
- support the role of the SENCO and ensure that every child is looked after and that they are never left alone to underachieve;
- Ensure that the values and ethos of the school are embedded.

**The CLT members will embrace the philosophy that:**

- all children can learn;
- all children should feel safe and secure in school;
- teachers are responsible to teach them;
- parents are partners;
- children's needs should be addressed in the general education setting whenever possible.

By working with the pupils in the classroom setting the CLT not only helps the pupil remain and succeed in the general education setting, but also decreases unnecessary referrals to special education.

At the same time we will have a 360 degree understanding of all children at the school. This allows professional discussions to take place around every child's needs and allow more effective use of the nominated school SENCO.

The participation of all staff allows for rapid understanding of the needs of each child and ensures that any IEP's are being daily implemented.

The CLT approach ensures we embed policy and ensures every child matters. Details of the process are in Annexe 4.

### **PSHE/SEAL- educating the whole child for life?**

We understand the need for pastoral care and intend to offer a variety of ways to engage with pupils over difficult and sensitive areas and issues that they will face as they develop and grow up. The school will always put its academic side first in order to improve performance We recognise this area cannot be overlooked.

We understand this as educating children with the varying kinds of issues they will face as they grow up; from personal wellbeing to safety; nutrition; exercise, and drugs/tobacco awareness, enterprise and financial awareness.

We do not intend to cover sex education as part of the school curriculum as a direct result of parent wishes.

This will be taught on various level in year group planned curriculum units; including 'Me and My Family' in Reception Year through to an Upper Key Stage 2 Science based unit that involves Personal Health with alcohol and tobacco education. The dangers of too much credit, what to look for when looking for a loan, living on a budget.

Bullying in its many forms including cyber bullying and internet safety will feature here and with PL programmes aimed at supporting victims and prevention schemes. An important performance indicator will be to maintain very low levels or remove such behaviour.

There will be annual and 2 yearly-cycles of school focus weeks for a key stage or/and whole school on themes such as anti-bullying and helping others. This would include a Fund-raising event organised by the children for a school chosen charity such as Comic Relief. The school will nominate a charity to work with for 1 year and seek out lasting legacy relationships in the UK and overseas. Such whole school activities will be managed via Pupil Life and Student Voice.

Through Key Stage and whole school assemblies we will look at aspects such as Friendships, Rules or Stranger-Danger led by adults or a class or carefully chosen visitors. This whole area of the curriculum we understand to be a place on the timetable that pupils can manage and shape more effectively than adults. We would wish Pupil Life and the Students Voice to take ownership of many of these areas of the SEAL/PSHE/Citizenship and to include them as topics, visiting speakers or outside agency to come and work inside the school with the pupils taking control and ownership of the activity.

Years 5/6 will be a particular time to look at Personal hygiene/Growing Up/Moving On. They would also have one visit to the Bristol Life Skills Centre which is all about personal safety.

We would look at acquiring Healthy Schools status and our catering facilities would meet the Food School Trust standards.



The Saturday Enrichment programme could include First Aid such as The St John's Ambulance courses for children.

The school aims to have a strong moral code with a prefect system, School Council and Pupil Life timetabled sessions that encourage personal responsibility. They will all involve teaching and exploring emotional intelligence, tolerance, responsibility and respect; all central to the children's wellbeing. The system puts a lot of emphasis on coaching children to be role models and for the adults to be role models as well.

We will build up a small reliable group of visitors from the community and parents to be included in PSHE lessons, assemblies and special theme weeks.

### **Transition into and from the Bristol Primary School**

A member of SMT will coordinate all the activities around transition at various crucial ages and induction of new pupils into the school.

Transition arrangements from the Bristol Primary School will be based around the work of the CLT and the academic controller; a member of SMT.

We intend to form very close working arrangements with appropriate local secondary schools and supply them with the following information aged 11.

- Key stage 2 SATS results;
- Complete assessment profile of academic and non-academic work of each pupil;
- Attendance and Behaviour Records;
- Record of enrichment participation;
- SEN/CLT reports and records.

We would also anticipate developing with them a secondary school '**passport**' based upon moderated work undertaken in Year 6 from their own English, Maths and Science departments working alongside our own staff. It would be expected that our pupils attend the local secondary school in Years 5/6 to help ensure a smooth transition and prevent the traditional Key Stage 3 dip. It is expected that the school will place a pressure on local secondary schools in relation to their key stage 3 offers. Indeed it is one of our performance indicators that the school **does act a driver of change** in the education offered to local people at key stage 3 and 4.

We would expect to develop the **min-EBAC passport** with local secondary schools. We would expect a cross section of moderated work to be discussed around every Y6 pupil in core subjects. We would expect notice to be taken of schools assessment results and key stage 2 SATS test results. We would expect to comment on any setting or streaming of our own pupils in local schools.

We expect to be partners in a linked, coordinated relationship with local secondary schools. We expect secondary subject specialists to work alongside

our own subject specialists on providing valuable INSET and individual or pupil cohort teaching.

We expect to work closely with our parents and provide high quality advice to ensure a successful pupil transition into a local secondary that best suits their needs.

One of the roles of a senior staff member would be to develop and maintain very good transition and an effective partnership with appropriate local secondary schools. This relationship would be the subject of a regular review.

The same process would in essence take place internally between Key Stages 1 and 2.

### **Moving into the Bristol Primary School – Induction and Transition**

This will include a series of diagnostic assessments and inclusion into a CLT. The role of the academic controller would be to secure satisfactory information from any previous school to allow us to investigate any subjects/skills gaps and seek to rectify them as soon as possible.

The Bristol Primary School also intends to develop effective relationships with all the nursery providers in the area and any infant schools with a similar position towards transition towards our school.

### **Reception Phase**

Once a parent has confirmed that they wish their child to start as a pupil at the school and within six weeks of entry. A series of foundation assessments will be undertaken to establish a baseline to measure progress.

These baseline assessments at 4/5 years old include things the child should know such as, their name, age and address. They also include items that assess their writing, vocabulary, speech, manipulation and locomotion.

Together they will provide a comprehensive view of the pupils' ability at the start. The assessment will become a description of the whole child using six recognised development areas that make up the baseline profile. This will be assessed in a planned and systematic way to help inform the teaching and learning process.

The descriptions of assessed and observed behaviour are grouped into six development areas which best describe the journey between 'child development and learning outcomes'.

- Personal, Social and Emotional
- Speaking and Listening
- Reading and writing
- Sort, Order and Number
- Approach to Learning, Thinking and Reasoning

- Physical

The assessment that forms the record of the child will be undertaken by a mixture of observed behaviour and systematic assessment from which a base line profile will be created. It will be viewed and reported upon at regular intervals and the information made available online using Web Parent or in personal consultations between the school and parents. This will form the baseline from which the school will work from. No computer based diagnostic assessment will be undertaken at this early stage.

### **Pupils who under achieve at Key Stage 2**

Despite everything we wish to do for pupils it is possible that a child will leave the school without reaching level 4 in Key stage 2 tests. In this type of case it would be expected that the school SENCo and CLT prepare a complete pupil transition pack containing examples of work and diagnostic tests results. It would also be the case that the SENCO liaises with the secondary transition team member to provide support induction support for this type of child. It would also be the case that special transition arrangements take place between parties in the summer term preceding transition in September. In this way we would hope to successfully transfer the pupil.

- It should be pointed out that regular assessment, CLT involvement and monitoring would mean that a child in this situation would not be a surprise.

*It should be pointed out that a host of intervention strategies would have been used to avoid having a pupil in this position.*

Unfortunately should a child leave eg moving home- we would supply all the necessary and relevant documents and liaise with the new school to a named person.

## **D2.Coherent Timetable**

The academic year will consist of 190 direct contact teaching days, divided into three terms with each term lasting approximately 12-13 weeks.

Regular teaching days consist of a 5 day week with a rota for Saturday mornings from 9.00am - 12noon.

Pupils at reception and Key stage 1 have a shorter day to allow parents or others to collect the child and still have time to collect older siblings. This was a decision following parental consultation. Reception pupils will not be involved in regular afterschool or Saturday school activities.

Class Size - Each class will have 30 pupils for Registration purposes. As already described the classes may be structured differently following diagnostic assessment. This could mean that some pupils are receiving extra tuition in one to one or small group teaching for specific purpose related to the individual child.

Class room support will always be available in reception calluses. This support will be on rota around the rest of the key stages. Statement pupils who require an adult in line with their statement needs will be working with this person all day.

Some of the Saturday work will be under taken by mentors and community support staff. The Saturday mornings will be planned. Each pupil will have an individual timetable for the Saturday morning. It may last up to a term before it is changed.

The Saturday morning extensions and enrichment activities will be blocked around the following areas of activity for 3 hours.

Intensive Classes in core subjects

TAG classes

Sport

Enrichment and PLo activity.

Performing Arts

Mentoring

Behaviour Management classes in extreme cases.

Parents who chose the school will be in agreement with attendance of a Saturday school for their child and will sign a home /school agreement. A register will be taken and follow-up occur if the pupil does not attend.

The academic year includes the October, February and May breaks along with several bank holidays that occur during the school year. The Directors are mindful of the impact of breaks and holidays on the steady progress of pupils. They intend to review the half term break situation and consult more widely on the October half term break once the bid has been approved.

**The 2013-2014 Academic Year Planner is included as an Annexe.**

### **Daily Schedule**

All pupils will line up and go to their class room with their form tutor who will register the class. Once the lessons start, in key stage 1 the teacher will remain with the class and be supported or specialised teaching staff will support English and Maths. At key stage 2 the pupils will remain and the teaching staff will attend the class on time and hand over one to another. A register will be taken in every class and behaviour reported upon.

The lessons are 45 minutes long in key stage 2 after consultation and experience of local schools about the optimum teaching time.

The pupils are taught in the classroom bases in cohorts unless they are being taught, Science, IT or Art when we hope to have specialised rooms.

The teachers come to classroom. Bells will ring to start school, end break, end lunch and end the school day only.

Pupils will be supervised by staff and supervisors before school, breakfast at break, lunch, playtime and after school.

### **Typical Key stage 2 schedule. Morning**

Day	Line up 8.45	Reg 8.45- 8.50	9.00 9.45	9.45- 10.30	10.30- 10.45	10.45- 11.30	11.30- 12.15	12.15- 12.45
Open At 8.15	Start of Day	Form Tutor	L1	L2	BREAK	L3	L4	LUNCH TIME

### **Typical Key stage 2 –Afternoon**

12.15- 12.45	14.45- 1.30	1.30- 2.15	2.15 3.00	3.00-3.45	3.50-5.00
Lunch Time	L5	L6	L7	L8	Enrichment

### **Typical Reception and Key stage 1 Day.**

Day	Line Up at 8.45	Reg 8.45- 9.00	9.00 10.15	10.15 10.30	10.30 noon	12.00 12.40	12.40 2.00	2.00 2.15	2.15 3.30	3.30
Open at 8.15	Start Of Day	Form Tutor Role	S1	B	S2	L	S3	B	S4	Home

During the break and lunch time pupils will be supervised by teaching staff and supervisors.

At Key stage 1 sessions will be timetabled in core subject time; others will be structured around the reception and key stage 1. Curriculum.

The Bristol Primary School will have a school day with maximum amount of time reserved for learning and staff job-embedded professional development. School will be open for a breakfast-club from 7.30am.

- Supervised break-fast club from 7.30
- SMT will arrive by 8.00
- Staff will arrive by 8.15
- Pupils will begin to arrive at between 8.15- 8.30
- All pupils will line up and be escorted into their class rooms from 8.45
- School will start at 8.50 for all pupils- registration in the class room
- Lessons will begin at 9.00am
- Key Stage 1 classes will end at 3.30
- Key stage 2 classes will end at 3.45
- Staff will leave at 5.00pm. It is expected that all PPA meetings will take place from 4.00pm to 5.00pm.
- The school will close to staff on a Friday at 4.30pm

Our school will comply with all DfE requirements for the minimum number of days (length of school year) and hours open (length of school day). It will focus the teaching time towards the core subjects.

- English
- Maths
- Science
- IT
- Other subjects

Time is included for meals, breaks, passing between classes for staff in Key Stage 2, in the form room, in non-directed study periods (e.g., pupil life programme time).

## Typical Weekly Timetable for a Pupil in Key Stage 2 aged 7.

### Morning

8.45 Line up	8.50-9.00	9.00-9.45	9.45-10.15	10.15-10.45	10.45-11.30	11.30-12.15	12.15-12.45
Monday	Reg	Science	Science	B	Math	English	L
Tuesday	Whole School Assembly	Math	English	B	Social Studies	Social Studies	L
Weds	Reg	English	Math	B	Music/PE	English	L
Thurs	Reg	English	Math	B	English	English	L
Fri	Reg and Class Assembly	Math	English	B	Math	English	L
Sat	Enrich	Enrich	Enrich	B	Enrich	Enrich	

### Afternoon

	12.15-12.45	12.45-1.30	1.30-2.15	2.15-3.00	3.00-3.45	3.45
Monday pm	L	IT	IT	Social Studies	Social Studies	Enrich
Tuesday-pm	L	Art	Art	PE	PE	Enrich
Widnes-pm	L	Music/PE	Assessment	PLo	PLo	Enrich
Thursday-pm	L	Science	Science	MFL	MFL	Enrich
Friday-pm	L	Science	Science	IT	IT	Enrich

The education provider will align the curriculum offer towards the National Curriculum. The Directors have decided in consultation and with the interests of parents in mind to devote more time towards the teaching of English as they feel this is the key to unlock the rest of the curriculum offer.

### Key Stage 2 Year 3.

Subject	Lesson Number	Minutes	%
English	9	450	25%
Maths	6	270	15%
Science	6	270	15%
IT	4	180	10%
Spanish	2	90	5%
Social Studies*	4	180	10%
Art	2	90	5%
PE/Music*	4	180	10%
PLO*	2	90	5%

\*PLO-Public Life organisation=PHSE/Citizenship, enrichment

Social Studies= Geography and History

Music and PE – depends upon the type of building and facilities. It has been proposed that in the winter pupils have music and in the spring/summer outdoor PE.

The timetable will also focus some of the time towards Pastoral Care. These can be seen at:

- Morning registration.
- PLO- sessions
- PHSE/SEAL sessions
- Class and school assembly time.

In addition some staff and others may be available at lunch time to discuss issues with pupils. Lunch time supervisors will be on duty over this period.

### **Pastoral Care and Enrichment Times**

Following pupil arrival and breakfast, tutor room registration for 5 minutes would be followed by seven or eight teaching periods daily until dismissal is completed at 3:15 p.m. for Key Stage 1 and 3.45pm for Key Stage 2.

Tutoring before and after school, supervised homework and other activities are available to pupils daily.

Before-school programming will begin at approximately 7:30 am and will include activities and breakfast. This is viewed as an enterprising small business for a local community group to provide a breakfast and some activity.

After-school programming will begin around 3:50 pm and run until about 5:00 pm. Pupils linked to the curriculum or undergoing an approved after school activity will be supervised by teaching staff. Other activities which involve pupils will be viewed as an enterprising activity and run as a small business. The role of the CLT and PLo is vital to deliver the pastoral care and well-being of the school.

**The Schools Pastoral** system is based around the pupil being part of a CLT and taking an active role in the PLo. These provide the means to deliver personal and individual well-being and care as well as enrichment activities and development of soft-skills.

Underpinning these would be the role of the form tutor and the line manager back towards the key stage head nominated to oversee the pastoral side of the school and report on it at SMT meetings.

Every pupil will become involved in the life of the school via these routes.

Whole school assemblies will help reinforce messages and celebrate, class celebrations and assembly time will focus on particular class issues. The whole programme of pastoral care will be coordinated into a school timetable and calendar of events.

Saturday morning activities will be included into this with each child having an individual Saturday timetable. Summer school will be included in this arrangement.



Reception pupils will not be expected to stay after school or attend Saturday morning classes. They will be welcome to a summer play group.

### **Notes on School Calendar and Daily Schedule**

**First Day of School:** On or before 2/09/2013 depending on key stage

**School Ends:** Friday 11<sup>th</sup> July. Summer School begins Monday 14 July and Ends 1/August 2014

**School Day Start/ End Time:** Start: 7:30am  
End: 3:30-3:45 pm depending on key stage. School shuts at 5.30 to pupils.

**Hours in school day:** Between 5hours 20 minutes and 6 hours excl. breaks and depending on level

**Number of Teaching Minutes per day:** Between 350 and 385 minutes depending on key stage level

**Number of days devoted to staff development during school year:** Between 5 and 10 days

Staff will teach at Key Stage 1 for 6 hours for 190 days which is equal to 1080 hours or 64800 minutes. PPA will be from 3.15 until 5pm. The summer term will end in week 3 of July.

Staff will teach at Key Stage 2 for 7 hours for 190 days which is equal to 1260 hours or 75600 minutes. PPA will be from 4.00 until 5pm. The summer term will end in week 3 of July.

School staff will be entitled to all bank holidays, an October, February & May break and the summer holiday break.

All teaching staff and support staff will be on a rota for the Saturday school from 9.00am until 12noon. The Saturday school will run for 108 hours over a school year. SMT will be on a rota during these periods and half –terms including the summer holiday.

A full programme of activities will be provided for the summer in partnership with other agencies and sports organisers

Key Stage 2 Teacher contact time = 6hr a day or 360 minutes a day. Saturday morning 3hr. Core Subject % teaching time: English 25%; Maths 15%; Science 10%; IT 10%; Other 40%

## Typical Weekly Timetable Reception to the end of Key Stage 1.

Teacher contact time = 5hr 20 minutes a day excludes 2 break duties and 2 lunch duties per teacher; SMT will do the rest. Totals 320 minutes a day. Saturday morning 3hr 25 minutes or 205 minutes giving 1266 contact hours per year.

- Core curriculum subjects fixed in timetable. These will be taught by the class teacher in Reception-Key stage 1 and the subject specialist will support the teaching in these classes on a rota.

## Typical Timetable for Reception and Key stage 1 pupil

8.45 Line up	Reg 8.50 9.00	1 9.00 10.15	B 10.15 10.30	2 10.30 12.00	L 12.00 12.45	3 12.45 2.00	B 2.00 2.15	4 2.15 3.30	HOME 3.30
Monday	R	Maths	B	Eng	L		B		
Tuesday	R	Assembly Maths	B	Maths	L		B		
Wed	R	Maths	B	Eng	L		B		
Thurs	R	Maths	B	Maths	L	IT	B		
Friday	R	Class Assembly	B	Eng	L		B	IT	

All teaching staff have direct pupil contact for 190 days plus Saturdays in addition to a minimum of 5 INSET days. *The Directors reserve the right to introduce extra INSET if in consultation it is deemed necessary.*

Staff on site until 5.00pm weekdays except Friday when they leave at 4.30pm. School year ends in early July. Summer school begins for 3 weeks for enrichment activities 14/07/2014. Summer School Intensive Classes to be decided based around need.

All teaching time will be divided into weeks and terms. Saturday and Summer school will be on a rota basis and be driven by the needs of the pupils based upon outcomes from diagnostic assessments. The school year will be deemed to have three terms; Winter, Spring and Summer Staff will remain on site until 5pm every day except Friday when they will be expected to leave at 4.30. The school will shut to pupils at 5.30 each day and 6pm to all staff except SMT.

The summer school will begin in week 3 of July and end after 4 weeks. School based teaching and support staff unless on a rota will not be expected to attend. Mentors, sports staff and coaches along with other support staff will run these sessions.

School based administrative staff will be expected to attend school in the normal way over the summer breaks according to their contracted hours. Members of SMT will be on a rota during these periods and will be expected to be available if the school is open. One member of SMT will be on duty whilst the Saturday and Summer schools are in session.

## **School Visitation and Morning Routines**

Teaching time in any school is highly valued but not always protected. In our school, teachers and pupils alike profit from a learning environment that is free from distraction or interruption.

For this reason and others, parents may not randomly visit a classroom. Parents may contact the Academic Quality Controller or the Head to discuss their interest in visiting a particular activity or to schedule such a visit so that arrangements can be made in advance. This person or the Head will be available every Saturday morning for consultation with parents about pupil progress.

For reasons of safety and security during school hours, adults (including parents) who are not members of the school staff must sign in at the Reception/Security Desk and receive a Visitor's Badge. Their business in the school will be reported to the Main Office and, if approved, they will be escorted to their destination. Adults may not wander at will around the school at any time pupils are in the building. Teachers and all staff will be issued with ID badges that they will be expected to wear.

*This whole area of Pupil Safe Guarding will be subject to profound discussion and a series of school policies later in the application process.*

### **D3. Meeting the needs of those with different abilities**

*The Directors will follow the 2001 SEN Code of Practise in this area to help inform the process and the school policies in this area. One of the members of the Governing body will assume the role of SENCo liaison. Others will be trained to undertake this role. At least once a year governor training will highlight and cover in detail the role of SENCo in the school*

The Bristol Primary School will serve all pupils and be fully inclusive. It will deal with those who are gifted and talented as well as those with a special need, including but not limited to physical, mental, emotional, social and behavioural disabilities. The requirements of each SEN pupil will be formulated within an Individualised Education Plan (IEP) and be subjected to regular reviews with all interested parties.

Each pupil will be assessed within 6 weeks of entering the school at reception age. At key stage 2 each pupil's records will be consulted and collated. A series of diagnostic assessments will be undertaken in the core subjects to assess their ability and levels. This will form the foundation of all further baseline assessment in subjects.

Each child will be attached into a set of Child Link Teams –CLT across the school that will understand and manage each child. The SENCo will coordinate the work of these teams in relation to SEN.

The overall strategy will be to:

- Teach all SEN pupils within whole classes.
- Use diagnostic assessment on a regular basis to inform the interventions needed
- Use assessment and observations to target their abilities into areas that they can be successful at.
- To be as inclusive as possible in all activities in the wider school

The interventions will be based around:

- Class room support with another adult
- Intensive Classes
- Differentiated work
- Small group work
- One to one work
- Restricted timetable, especially useful if the use of English is a problem.
- Greater use of ICT packages
- Extra classes at the end of school or at week ends

The school senior management team will regularly discuss each child's progress and the topic of SEN will be an agenda item on a reporting cycle at least once a month.

*As all schools must comply with these requirements and guidelines the responses below will not restate the law and compliance requirements, but rather explain how the proposed school will comply with these requirements.*

### **Providing an education to pupils with Special Needs**

Our school's core philosophy concerning pupils with special needs is that all children can learn, and if children are placed in the appropriate level within a programme, they will thrive.

- It is our intention to teach SEN pupils in regular classes as far as possible.
- Our school will employ qualified Special Education and support staff to accommodate those pupils with diagnosed learning disabilities;
- Inclusion, differentiation, intensive classes and pull-out services will be provided as needed;
- Pupils with special needs will be evaluated and placed at the appropriate skill level and age range;
- In some cases children will be taught by ability not age.
- In some cases pupils will be given a timetable that reflects their needs in relation to intensive classes. This may mean some subjects are suspended in order for the pupil to catch-up. This approach will be monitored closely.

The Bristol Primary School will provide instruction, equipment, classroom support and services of outside specialists as specified in the IEP.

Pupils with special needs will be integrated into the classroom and appropriate lessons as much as is feasible.

Pupils will be expected to master the general curriculum to the maximum extent possible with the use of classroom support assistants and other services as outlined in their IEP.

### **Supplement Educational Services**

Our school's educational programme will provide services to low-performing pupils in all core academic areas. It will however provide extra support with Literacy and Numeracy. A particular focus will be made upon the use of English to communicate.

Strategies may be used to ensure that the needs of the pupils are being met: intensives classes; tutoring; testing to monitor progress; development of critical thinking skills; before or after school programs or services; Saturday and summer school.

Attendance at these classes will be based upon results from regular assessment. Attendance will be compulsory and parents will be made familiar with these conditions when they apply for admission to the school. They will also form a part of the home/school contract.

Pupils who have been assessed and who have been identified as having deficiencies in reading, writing, or mathematics in Year 1, Year 3 and Year 5 will be given extra support and may have individual timetables geared to their particular educational needs.

Our basic philosophy is that *'no child must be left behind'*.

### **Diagnostic Testing and Monitoring Progress**

Children receive instruction that is needed to achieve academic and non-academic standards. We will use diagnostic tests on a regular basis to identify learning gaps of pupils to place them in the proper level where they can successfully continue their education. This may require more intensive classes, tutoring on a one to one basis or extra Saturday morning classes for a set time (usually no more than 6 weeks). In some cases this may also require the use of attendance at summer school.

### **Summer School**

The Summer School can be seen as providing the following over a 4 week period.

1. As a means to allow pupils who have done poorly in a series of assessments to catch –up before being retained in the previous year.
2. To allow TAG pupils to work on more intensive projects with other TAG pupils from other Bristol schools. Supported by Universities within the locality
3. To provide enrichment and safe play activities in the area over the summer supported by external agencies.

The Bristol Primary School will provide summer school where assessment shows that:

- Internal Diagnostic assessment that indicates a profound failure to grasp knowledge and understanding;
- School practices that help at-risk pupils meet high standards;
- IEP from another provider.

Summer school will be offered as a remediation service only to pupils who fail either Maths or English. Pupils must pass summer school, regardless of attendance, to prevent being retained. We reserve the right to hold a child back in a lower year if all indications or circumstances suggest that the child will fail to make progress from transition to the next year. If a pupil is retained they will be provided with intensive classes in English and Maths and be involved with other whole class activities. The intention would always be to motivate the pupil to catch-up and move upwards. A pupil who has caught up with the level of the class above will be moved upwards. The curriculum focus on a retained pupil will be around English and Maths with one to one, online, small group work this will be overseen by the SENCo the class teacher, Head of English and head of Maths.

Pupils who fail both English and Maths will be retained. Notices will be sent to parents along with the end of Term 2 Report Cards informing them whether their child is in danger of being retained, and whether the pupil is eligible for summer school. The parents will be invited to discuss the situation in detail.

Summer School will also be offered to TAG pupils working in collaboration with the University of Bristol, Bath and Bath Spa, agencies and the education provider.

### **Staffing SEN**

Our school will employ a full-time and qualified 'Special Education Academic Coordinator' who will oversee the services of special education implementation of special education services, and supervision of staff. They will also advise and offer guidance to all staff and senior management of SEN pupils on a regular basis. They may also provide advice to parents.

Special education staffing levels will be determined as pupils are enrolled, identified, and evaluated. The Special Education Academic Coordinator is responsible for the administration of special education programs, including teacher and staff training, the management of independent contractors, and securing technical assistance.

The coordinator's responsibilities will include assisting in the retention of qualified and/or licensed personnel; composing our school's multidisciplinary team; conducting special education assessments; participating on each IEP team; determining if incoming pupils have IEPs; ensuring that any required re-evaluations are performed; ensuring that all required special education and related services are being provided, and that all IEPs are appropriate. The coordinator will ensure that programme disputes involving parents will be resolved.

### **The Teacher, SENCo and SEN pupil**

It is recognised that class teachers can play a vital role in supporting pupils with a variety of SEN problems. The SENCo will work with teaching staff to inform them of any SEN pupils in their classes. They will be asked to develop reports and record progress using ICT templates. This will form the basis of record keeping by the SENCo. During class room observations and work scrutiny SMT will conduct a particular interest in how SEN pupils are being taught and managed in each class. This will be used to inform the teaching of the pupil.

Underperformance will be seen or diagnosed by assessment and discussed firstly in the appropriate CLT and reported to SENCo.

The education provider will supply differentiated materials and schemes of work plus pacing charts for parents with the particular needs of the SEN pupil in mind. These will be managed in class by the teacher and reported upon by the SENCo.

## **Talented and Gifted Pupils –TAG**

It is expected that the school curriculum will allow TAG pupil to develop and grow within the school. It is expected these numbers will grow as the ethos, values and curriculum take shape. The school expects to cater for the growing number of TAG pupils by developing provision for them. At first this will be within the core subjects but later across the whole curriculum.

Diagnostic assessment will indicate their talent and levels of skill in a subject[s], this will be used to provide more relevant materials to their needs. The education provider will provide a level of engagement that will be suitable to engage the pupil at a higher level. This may be in the form of online software, group work, one to one or special project based work. These pupils will be placed forwards at locally run university linked projects in Maths and Science.

The Bristol Primary School will retain qualified and/or licensed personnel to conduct special education assessments (including related services) and participate as members of the multidisciplinary assessment team for pupils who may be defined as “exceptional” gifted and talented. These pupils may also find themselves working in intensive higher level classes, be given extra projects, outside agency contacts and be invited to Summer School to take part in a wider range of activities not normally conducted inside school hours.

- Special education teachers will have experience with compliance-related issues of special education;
- Our school will convene an IEP team on a regular basis to discuss pupils and report back to senior management;
- Our staff will form active and effective partnerships with other professionals within the city to improve their own performance and to ensure a high quality services;
- Our school will have a comprehensive system of personnel development designed to ensure an adequate supply of qualified special education, regular education, and related service personnel.

We are fully committed to complying with DfE regulations and guidelines or requirements governing the delivery of special education services for pupils with IEPs. The school will comply with the regulations and SEN code of practice.

- Our school will have a Child Link Team (CLT). The school’s CLT Manual will describe the multidisciplinary approach to collaboration throughout each subject area, class or cohort of children exhibiting the same SEN requirement;
- The CLT will be responsible for preparing and managing each transition stage of the child and link with secondary school provision;
- The CLT will monitor and discuss progress and learning strategies and work closely with the SENCO in the school.



## **Recruiting and Retaining Special Pupil Populations**

- Our school will be a welcoming place of learning, staffed by professionals who care about children and the quality of education they receive;
- All marketing and outreach materials will clearly state that our school does not discriminate in any fashion;
- As a welcoming school for all children, it will provide the services necessary for academic success of all pupils.

## **Serving Pupils with Limited English Proficiency (LEP)**

Home language surveys will be used as the first step to identify pupils who have limited English proficiency (LEP). If the home language survey indicates the pupil's home language is not English screening tests will be given.

- Our school expects to employ at least one certified full-time English as a Second Language teacher.

The tables of the demographics of the area and the entry points at other local schools indicate that up to 75% of the school will not speak English as their first language.

When the child starts at school we will need to know from the child, the family and any previous records, how much English the child speaks (some are very passive in new situations); the range of their vocabulary; their understanding of simple conversation and written English. We will also ascertain how fluent the child is in their first language, especially if it is a younger child. It would be helpful to know what the home environment language experience is and how bilingual immediate family and friends are.

From the start we would make observational assessments using the Early Years Baseline Areas with, where possible, an adult whose first language is the same. According to the outcomes, the teaching focus to start with would be on conversation; speaking and listening, speaking and writing and planned and free play activities.

It would be important that the child has the chance to settle happily into a new environment, make friends with peers and adults and be taught in a very active learning way. We would want to use a mix of suitably qualified staff as well as peer group support. Older children and siblings at the school can often form a useful role to help to settle the child or with meal times or play/paired reading practises etc.

Depending on the age of the child on entry, he/she would need to be introduced to the phonic programme and key words/simple useful school instructional language .Games through play, key word practise charts, word and number reminder cards plus first language and English readers would be used and be available for home and school.

Keeping parents fully informed with what the child is being taught will keep them involved and able to help.

The child would probably experience a mix of individual/small group/booster withdrawal and whole class teaching over a week in order to access as much of the curriculum as possible.

Children will be set within the class and possibly by age for the core curriculum. Groupings would be adjusted after blocks of work and useful assessments. The aim of any booster work is targeted learning to bring children up to the level of majority of peers so they don't become passive learners or disruptive learners and in turn the ability range of the class is reduced which makes the class teaching more pacier/proactive.

EAL staff/professionals would support EAL children by direct teaching or by helping others to do so.

The SEN lead teacher would also organise the range of booster work. These staff would also log the progress and rates of progress against planned targets for these children. Where child needs an IEP, the child, if old enough, plus parents and relevant staff would make SMART plans of smaller steps to reach their bigger targets.

While there would be an SEN AND EAL registers, these would feed in with a whole school record of children's progress. The record would show rates of progress from the baseline at Early Years through the year groups for each child and year group to the end of Y6. The record would be able to show progress and rates of progress against targets for those children and year groups .It would also be able to give information on low, middle and high attaining identified groups and disadvantaged children (FSM and CLA) so that we could develop and adapt the curriculum and related booster work to Increase rates of learning and relevant experiences with appropriate teaching and staff support.

As governors and others need to be systematically involved in planning for school improvement and monitoring the schools progress, this is one way such stakeholders can be involved

### **Ensuring Academic Success for LEP Pupils**

As described above the school will serve pupils with Limited English Proficiency by offering structured English language learning opportunities. Key programme elements will include:

- Maths and English will be used as a gateway subjects to broaden knowledge development into other subjects;
- Limited English proficient pupils might be taken out of the regular class context to accelerate the study of English. This will be done in blocks of six weeks with regular assessment;
- Limited English proficient pupils might be taught in special groups according to ability not their age;

- Learning through reading will heavily emphasised in this intensive programme;
- Special instructional materials will be used to build vocabulary and comprehension;
- Full immersion methods will be incorporated in the programme;
- Frequent testing will be used for learning as well as assessment;
- Execution and follow-through of a complete and cohesive programme will be stressed.

### **Plan for Ensuring Success for In-Care or Fostered children**

The school will require parents or guardians to submit contact information.

A liaison staff member from CLT will be assigned to coordinate services and assist the child to ensure that there are no barriers to the enrolment, attending classes, and participation in school activities or full engagement in school activities. They will meet with the child on a regular basis and report to senior management. A member of SMT or the SENCo will attend the case reviews on each pupil. All staff will make a contribution to the case file, diagnostic data will be made available at the review.

### **Meeting the Needs of the Gifted and Talented Pupils**

- In our school's assessment program, various tests will be administered to enable us to identify talented and gifted, and academically advanced pupils. Each child highlighted by performance will be given a CLT member to support them and liaise with the SENCO;
- Special talents in the less frequently tested subjects, including art, music, and sports may also be identified and fostered;
- Our school's educational programme will be rigorous, challenging, and as deep and broad as pupils can handle;
- Pupils will take ownership of their education and advance at the depth and speed of their full potential.

### **Providing Accommodations for Special Pupil Populations**

- Our school will provide services and due process procedures will be implemented for pupils with disabilities in accordance with all relevant Building Regulations, DfE, Health and Safety Laws and rules;
- Our school will ensure that data regarding pupils with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access;
- Our school will retain such data and prepare such reports in order to permit the School and the Department of Education/ Bristol City Council to comply with the law and regulations;
- Our school will provide appropriate notification to parents in connection

with the law;

- Before school opens and during the first term, the school's Special Education Academic Coordinator will collect all pupil records from the any previous school or agency;
- A file demonstrating our school's compliance with providing services will be maintained.

The Directors recognise the wide range of different barriers to learning that some children have e.g. cognition and learning needs, behaviour, emotional and social development needs, communication and interaction needs, sensory or physical needs. The summary table below shows how the school will attempt to organise manpower and resources around the needs of each pupil. It is recognised that the school will need to develop its policies in this area with a SMT member who links with the SENCO. In recognition of this the Directors feel the SENCo should be a member of SMT.

**A summary of work that can be done includes:**

<b>Pupil Need</b>	<b>School Response.</b>	<b>Staff Involvement.</b>
1 Pupils with emotional and behavioural difficulties including statements	Access to school social worker on a regular basis; Curriculum and Behavioural interventions; Plans would be developed to meet the needs of the pupil; If appropriate the school would like to appropriate outside agencies	School Social Worker SENCO Child Protection Lead SMT CLT Class Teacher
2 Those with a physical problem – such as speech and language, hearing, sight, limited mobility	Timely intervention with full access to teaching rooms and building; Partnerships with outside agencies; Relevant resources	SENCO SMT CLT Class Teacher
3 Short term behaviour problems	Access to school based social worker; Support given to them to develop coping skills and express emotions appropriately in school setting	SENCO SMT CLT Class Teacher
4 At-Risk	Once identified, academic support to target learning gaps in areas of English Maths Science; Additional	SENCO Child Protection Lead SMT CLT Class Teacher

	intensive classes, after school enrichment programmes. Support groups and mentoring. Linkage to outside agencies in community if needed	
5 Talented and Gifted	Give many opportunities to excel; Keep a register of action; Keep parents informed; Use local business challenges; Link to local university programmes at Bath and Bristol University; Access to scholarship opportunities	SMT CLT Class Teacher
6 Looked after Children	SENCO/CLT linked to therapists, case managers and foster parents; Diagnostic assessment identifies any learning gaps; Intensive classes offered if in need	SENCO SME CLT Class Teacher
7 Other Medical-ADHD autism, ME etc.	Provided with appropriate accommodation; access to multi-discipline team via SENCO; intensive classes and appropriate timetable; A particular emphasis upon reading, literacy and routines	SENCO Outside agencies SMT CLT Class Teacher

### **Working with External Agencies**

The Directors are well aware of the large number of external agencies, workshops, software that exists to support SEN pupils. At this stage we are not able to commit to anyone organisation, agency or piece of technology. Instead we would wish to seek the advice of the SENCo we are going to employ and conduct a local and national investigation into the best possible solutions. Further, without knowing our pupil we cannot commit to a level of outsourcing, procurement or development in this field. Pupil case reviews will be supervised by the SENCo and a member of SMT.

We are aware of the many good organisations that already exist in Bristol and

have compiled a short register of those we would wish to seek out should this application be successful. We would expect the education provider with their proven expertise in working within inner cities to have an array of inputs to the teaching and attainment of SEN pupils and those that internally support them. The governors will expect that SEN training is included as part of regular INSET and included on the school calendar.

In the financial forecast and school budget we have recognised the need to outsource work towards and educational psychologist and community based social worker.

## **D4 Attainment**

We have set the following measures of success by developing a challenging set of KPIs that have been based on what parents tell us they want. We will be aiming to achieve these and better. We know that when we meet these outcomes we will be meeting the legitimate aspirations of the parents.

Our expected KPI outcomes will be:

- Pupil attainment to be 95% at level 4 in English and 95% in Maths at the end of Key Stage 2;
- Pupil attainment to be 95% at level 2 in English and 95% in Maths through teacher assessment at Key Stage 1;
- 80% of the pupils will regularly participate in out of core-time activities related to Sports, Performing Arts, and Civic Responsibility at Key Stage 2;
- Every child who presents themselves with English as a second language to receive specialised catch-up support as soon as they arrive in school and 90% of this cohort to have caught up within eighteen months of entering the school;
- Every pupil to make at least 2 levels of progress in a band over a school year from the baseline measurement at the start of the school year.
- To have a contextual Value Added score of above 100;
- To be rated Good or Outstanding by Ofsted;
- To help any SEN pupil outperform their individual action plan;
- To be ranked as excellent in our partnerships with support agencies;
- To be ranked as very good with our social cohesion policies and activities and be working with at least 8 business or agencies on a range of school projects in a sustainable way at no cost to the school.; We will survey partners and business links about the work with us on a regular basis and capture input for the web site;
- To have unauthorised absence and persistent absence at less than 6%;
- To have no more than 2 permanent exclusions a year;
- To have in place a strategy that promotes good attendance and punctuality from day one;
- To have no less than 70% of pupils involved and participate in a range of enrichment activities on a Saturday and during the Summer school included all pupils.
- To have all our programmes and policies up to date with proper review dates from day one.

Thus these KPIs are suitable as they match the parents' wishes with what we believe is achievable. Moreover the various educational providers we have spoken to believe these KPIs are achievable. We have been careful in discussing these KPI's with providers that have worked within inner city areas of the UK and the USA. The data we have collected on various schools by looking at a baseline and reviewing its position 1 year, 2 years, 3 and 5 years after the provider has worked in the school suggest that these KPI's are achievable. This

also underpins the reason why we chose to open a school at the two transition points. The effective use of staff, resources and diagnostics linked with a strong and committed management team and the support of Governors and Directors to the vision will we believe make the vision and KPI's achievable.

They match totally the educational vision as set out in Section C.

We will achieve these through the following methodologies:

- Having proper data driven assessment of pupil's progress;
- Utilising tracking systems;
- Focussing the staff team on the KPIs at every meeting;
- Proper pupil assessment;
- Having independent robust evaluation of the school.

***The Bristol Primary School*** will be a data driven learning environment. We would wish to allow every child access to a computer keyboard and screen. At least one room will be set aside for dedicated assessment and regular diagnostic testing to be timetabled for every child weekly.

Diagnostic data will be computer-generated. Individual pupil, section, course, and school-level monitoring of data will be collected and analysed and will drive decisions and be used to help fill learning gaps for pupils.

Staff will be expected to provide evidence of their teaching. They will be held accountable for the performance results of their pupils. Administrative staff will be held accountable for monitoring and evaluating the results from each teacher.

By utilising the computer tools supplied by an education provider, this will ensure that data from weekly pupil assessment is the driving force behind making decisions about adjustments to teaching strategies, curriculum content, and pupil remedial work.

***No child will be left alone to fail in silence and no teacher will be left alone to carry on with a class that is not prepared.***

Roles and responsibilities will be specified for all staff in each cycle. The Bristol Primary School academic cycle is based around procedures, and activities emphasis teacher efficacy (teaching efficiency and effectiveness) and learner competency and confidence (learning efficiency and success).

This continuous evaluation of pupil learning will be an integral part of the educational model embraced by the school. It has been demanded by the parents in various consultations because so far they claim like many parents to be unsure about the progress their child is making until a parents evening too late in the school year or have been put off from attending school because they do not understand the data. Our school will not make these mistakes.

Assessment of concepts and skills that pupils should master is done using both internal and external measurement tools. Frequent diagnostic assessment is



used to monitor mastery through the attainment of learning objectives. Continuous feedback is used by teachers and administrators to detect **learning gaps** as soon as they form, and ensure those gaps are filled before new concepts are taught.

Every staff meeting of the school will discuss the latest data and any pupil who is falling behind will get help from the Class Link Team (see earlier).

Parents will be kept in touch with their child's progress through the internet. The school intends to be able to use technology in the form of its web site to communicate with parents and allow them to leave feedback for staff on their child's report, records or attendance. It will be called 'WebParent' and accessed through the school website.

It will become, over time, a powerful communications tool that will allow all parents to view up-to-date information regarding the progress of their children in all subjects, including attendance and disciplinary information.

We believe that this combination of regular assessment, parental involvement and staff attention will enable us to meet our targets. However in addition we believe that independent robust evaluation of the school will help us provide a system that pupils deserve.

It is our intention to engage the services of a University Department of Education to independently evaluate our progress and provide a neutral check on our KPIs to ensure that our measurement is correct.

Throughout this application we have demonstrated the need for good data. This will be used to establish good baseline information for every pupil and ensure that our outcomes are fact driven. This will also be used to ensure that we are effectively narrowing the gap between English speaking groups and those who attend the school with no English.

We shall invite them to suggest measures that we can take to improve the offer and allow them to use the school for research. We will encourage the teaching staff to take part with University in research. Areas that we are particularly interested in currently include:

- Preparation for school;
- Help that parents can give;
- Developing self-esteem in pupils;
- Peer mentoring amongst pupils.

A school is a learning environment and this must include the institution itself.

In order to ensure that the staff are at their best they will need to undertake continual professional training. We intend to introduce the 'World Class Teacher Award'.

## **The World Class Teacher Award and a whole school CPD system**

**The Bristol Primary School** will from inception seek to introduce training and awards that motivate staff. Our aim is to become one of the best schools for valuable teacher training in the quality of teaching and learning whilst at the same time ensuring that the leadership and management of teaching and learning are of the highest standard and quality. We want our teachers to be the best and happy in their jobs feeling valued and respected by colleagues, parents, pupils and other professionals.

Every member of staff will take part in regular INSET and specific training to develop their skills in line with the schools needs as encompassed by the school development plan. This plan will be the final indicator of training needs. Every member of staff will undertake Performance Management during the first six weeks of the new school year which will indicate the type and level of training they may wish but only if it matched the school development plan will it be sanctioned.

The directors expect the education provider to supply a level of training and support staff with any new systems, technology or procedures. The Head will sanction the training of whole school and individual training needs. Ant external training will be subject to the participant internally training at least one other member of staff or the whole team within one month of the event.

The World Class Teaching Award and Whole School CPD system has been created by Incyte and the University of York to meet the challenge of developing high quality teaching and learning. It is a process that can be easily and quickly included in the school timetable and delivered without delay to all. (<http://www.irisconnect.co.uk> [www.incyteinternational.com](http://www.incyteinternational.com))

The award will:

- Ensure teachers from all starting points have the right support;
- Motivate teachers that have a desire and the capability to become high quality practitioners;
- Provide comprehensive CPD framework and an online tracking program to support class room based staff;
- Staff are linked online to external support.

The Bristol Primary School will work closely with Incyte and York University to create outstanding teachers in each of the following areas of professional development:

1. Leadership of Teaching;
2. Improving teaching through research;
3. Behaviour and Attitudes to Learning;
4. Assessment and Planning;
5. Subject and Skills Knowledge;
6. Impact of Achievement across the school.

Support will be given online and much of the work will be evidenced based with face to face meetings across the school year. The program is linked to the University of York.

As part of our partnership programme we expect to link with other universities delivering high quality subject/curriculum/leadership or whole school innovations. So far we have spoken to Bristol University, Bath-Spa University and York University to seek effective partnerships. To ensure that the training schemes are effective, we will ask the university-based education department to additionally monitor the effectiveness of our CPD.

We will be publishing yearly details of the staff training that is carried out to parents as part of our desire to keep them fully informed and committed to see rising standards.

The following outlines the principles which should underpin the assessment, recording, reporting and target-setting procedures at The Bristol Primary School

### **Principles of Assessment**

Assessment should:

- Be based on proven technology that is understood by the staff, pupils and parents;
- Assess what a pupil can and cannot do in skills, knowledge and understanding, derived from the scheme of work;
- Inform whether the teaching objectives have been achieved and allow the teacher or pupil to amend teaching and learning in the light of the results (i.e. be formative as well as summative);
- Use of range of assessment strategies including self-assessment, peer assessment, tests and exams. Just as pupils have a range of preferred learning styles so they will have a range of preferred assessment styles which will allow them to demonstrate their best talents. This should include oral, aural, practical and extended coursework as well as written tests;
- Allow the pupil to understand the assessment criteria;
- Be wherever possible integral to the 'classroom' activity;
- Allow formal 'exam' type practice;
- Be moderated to ensure consistency and reliability;
- Provide evidence of achievement;
- Be part of a continual assessment process from 5-11 and beyond;
- Be part of transition at any point.

### **Principles of Assessment Feedback**

Assessment Feedback (written/oral) should:

- Be in real time within the same lesson/session or within 24 hours;
- Inform about strengths and weaknesses;
- Give information about how to improve by setting achievable targets for

improvement;

- Give information about standards achieved;
- Give feedback about attitude to learning and achievement;
- Be easily understood (and free from jargon) by pupils and parents;
- Recognise unintentional outcomes;
- Inform individual pupil target setting.

Assessment Recording will:

- Be clear and simple;
- Indicate the skills/content assessed;
- Record where appropriate attitude to learning and attainment;
- School wide to enable ease of understanding;
- Moderated to ensure consistency.

Formal Assessment Reporting (to pupils and parents) will:

- Take place in core subjects on a regular basis;
- Data to be online and parent/pupil friendly;
- Three time per year as a formal collated report (one long, two short) for all pupils, and more frequent where progress is causing concern;
- Report attitude to learning and attainment;
- Report participation in school activities and Pupil Life;
- Report progress against National Curriculum level descriptors;
- Report progress towards subject and whole school targets based on issued pacing charts to parents and against School Development Plan;
- Clear, concise and easy to understand;
- Diagnostic and indicate how to improve;
- Report what a pupil can and cannot do;
- Addressed to the pupil.

Principles of Assessment Target-setting

The targets will be:

- Long term and short term, realistic and achievable;
- Specific to the subject and relate to important aspects of knowledge, understanding and skills;
- Derived from teachers' assessments and local and National target-setting data (Fischer Family Trust);
- Limited in number and of manageable proportions;
- Shared with the pupil and parents and recorded so that they are accessible at all times (Pupil Planner and Exercise Books).

**Accountability and Responsibility across the school.**

SMT and Governors will have a comprehensive picture of progress made across the school. They will have a clear view of how attainment in their school compares with similar schools nationally and how pupils compare with age

related expectations in each curriculum area. They will know about the achievements of vulnerable groups and targeted individuals. They will know how teachers are responding to tracking information by developing and modifying plans to match the progress being made by pupils.

Subject Leaders and key staff in CLT's can follow the progress of all pupils and groups in their subject. They will be able to set well-informed targets; will know where planning needs to be adjusted and where there is effective practice that should be shared. They will be able to target specific interventions to groups of pupils vulnerable to underachievement. Subject Leaders will have a clear view of the strengths and weaknesses in their area and will be able to use this information within the self-evaluation and forward planning process.

The key subject leaders will be in the areas of:

- English
- Maths & IT
- Science

English assessment data will always be the final deciding factor in relation to the use of IC's, Saturday or a Summer school offer to pupils and parents.

Class teachers can set clear curricular targets, appropriate for their age group, for groups of children across the ability range of the class. They will be able to monitor progress against these targets over time and provide regular constructive feedback to individual children that will help them achieve the targets.

Class teachers in CLT's will put the targets in context by highlighting what each individual needs to do to move forward and will be able to use appropriate intervention strategies where pupils are slipping behind.

More specifically, the Head and Governors will:

- Keep track of trends in school and in relation to national performance information;
- Monitor the performance of different groups e.g. gender, SEN, ethnic minorities, gifted children;
- Check the performance of the Bristol Primary School in relation to estimates from the Fischer Family Trust and progress made by similar schools;
- Review performance each year and adjust curriculum plans for each subject area.
- Use the outcomes of monitoring and school self-evaluation processes to develop our CPD and school improvement plans;
- Take account of OFSTED inspection reports and consider the views of parents.

**School Improvement Plan – A living document...**

The Directors and SMT understand the need and importance of the School Improvement Plan. Under the guidance of the school head it will become a key tool for the leadership of the school, used to hold the school to account for the delivery of our planned achievements and for the pace of positive development. It will incorporate a range of key performance indicators covering all the main aspects of school life.

Our partners and Governors will be critical in this aspect in challenging the school performance and setting rigorous performance indicators as critical friends to ensure the continued high performance of the school. The plan will be broken down in each key stage and by subject area. Heads of department and teaching staff will be asked to input and “own” the plan. Updating it will be embedded into the school year and INSET time be given towards its discussion and completion. Regular reviews will be an essential element in making this document come to “life”.

Any excellent school is based on the highest quality teaching. The structures and emphasis at The Bristol Primary School will all be focused on ensuring the highest quality teaching in every lesson.

In school variation will be minimised by supporting and holding accountable all staff for delivering good and outstanding lessons every lesson.

The role of the Head and key staff will be focused on developing the standards of teaching and learning within the school across key stages ensuring in school variation is minimised.

- Improving teaching and Learning across the school will be a critical success factor. Staff should expect work scrutiny to be conducted on all aspects of teaching with regular, class observations, assessment and report moderation, learning walks, and high standards set in individual performance management targets which will be agreed for the whole school, key stage and individual classes. All staff will be encouraged to undertake INSET, professional development and become active in their own learning will be encouraged.
- The school will have regular subject and whole school reviews conducted by independent staff and graded using Ofsted criteria

Pupils in turn will be supported and taught to be independent, reflective learners who leave school with the skills to maximise their life chances. A learning culture will encompass all aspects of school life.

Excellent subject knowledge will be applied consistently alongside outstanding delivery. Research across some of the most effective school systems in the world indicates that small class sizes do not impact on outcomes, with an average of less than 1 minute additional teacher contact time per pupil actually resulting from smaller class sizes.

- The Bristol Primary School will invest in proven education systems, diagnostics and teaching resources for everyone at the school.

- It will also invest in high quality additional support through subject specialist HLTAs and TAs attached to classes and in departments such as English and Maths in particular. These staff will focus both on pupils underperforming and able to implement effective and timely interventions but also support Gifted and Talented pupils extend their knowledge and skills. They will be included in CLT's as their input will be valued in relation to individuals and small groups of pupils.

The school will have a commitment to the recruitment, retention and development of high quality staff and will ensure that opportunities for professional growth, career development and succession planning are followed up.

This commitment will reflect our co-operative values in the personal and collective ownership of responsibility for school performance and school improvement.

The School will recognise and reward good performance and success, within financial constraints, and will tackle underperformance vigorously, providing support and taking action as necessary. Some of these elements will be shared with pupils and parents others will be posted on the web site.

A programme of professional development will be linked to the performance management systems and apply to the whole school. Individual members of staff will be encouraged and helped to develop innovative, creative and imaginative practice that will secure effective learning, progress and achievement.

### **Capability procedures – a last resort!**

Unfortunately despite high quality selection procedures it may be that a member of teaching or support staff does not match the profile and demands of the school or that they fail to deliver the high expectations we expect and demand from all staff. In these rare cases we would seek the advice of our HRM body. This type of person is going to be noticed in a variety of ways, from class observations and learning walks as well as their class performances in diagnostic assessment. At first they will be offered advice, guidance and support from SMT, team leaders and the education provider. After a reasonable time if no progress is made the school would seek to secure “fast-track” capability procedures. The end result may result in the dismissal of a member of staff. The Directors are mindful of this situation occurring and will enforce the procedure in the interests of the pupils, the school and the rest of the staff.

Staff who are considered a danger or unacceptable risk to pupils will be suspended immediately pending further investigation.

Two of the Directors have many years of industrial labour relations experience from within the public sector.

*Should this application progress further the policies surrounding the employment*

*terms and conditions of employment plus an employee handbook will be produced detailing all the procedures surrounding procedures affecting employment of staff.*

### **Success...but how will we know?**

This will be measured using qualitative and quantitative data based upon regular collection, collation and reviews of data from assessments and pupil, parent and community surveys.

Pupil success will be measured in terms of progress first in the core subjects and grades second. The principle behind this follows a belief that all pupils are capable of achievement and given the right mentoring, challenge and recognition of learning styles all pupils will realise their potential. The diagnostic assessment personalised learning plans and the central role of the CLT will help to motivate all pupils towards success.

Success will also be measured against achieving targets or units of work to a required standard. These will be analysed and used to inform the class teacher, subject staff and pupils.

Pupils will work on units of work relevant to their starting point and target grades in each subject area. By replacing the publication of a grade with a pass or fail mark pupils will not see progress as a measure against other pupil's progress.

Pupils requiring help and support at the bottom and top will be given intensive lessons on a timetable and be asked to come to Saturday school or a dedicated summer school.

In this way high achieving pupils will not coast as they easily stay ahead of their peers and lower ability pupils will not have the sense of helplessness which disengages them from education and ultimately leads to disaffection, low attainment and poor behaviour.

Pupils will be assessed on a regular timetable session. The results will be given within the same day and be the centre of discussions with teaching staff and the education provider in order to deliver the right level of education support and resources to each pupil.

The pupils will understand this same data and know they have met the required criteria to fulfil their target with support from the teacher and HLTAs/TAs in the class. In this way pupils will be developing a far greater understanding of their learning, the skills required and the knowledge they are gaining ensuring skills are transferable.

This same information will be made available to the parent online to view and form a discussion point with staff.

Clear target setting will ensure staff and pupils are held accountable for the progress of individuals and groups. Target setting will be based on a baseline assessment on entry to the school ensuring a consistent standard across all



pupils. Baseline assessments will then be used to set individual progress targets which will be measured termly.

As well as academic progress we believe it is important to develop the whole pupil, intellectual and character development is inextricably linked and therefore we also aim to develop:

- The confidence in their own ability to set and achieve goals, both in and out of school
- The ability to work cooperatively with others towards a common goal;
- The ability to listen openly and respond objectively to varying viewpoints;
- The ability to understand and practice conflict resolution;
- The ability to imagine and effect change;
- The empowerment to take responsibility for their future;
- The appreciation of family diversity, customs and rituals within and beyond their own community;
- Self-esteem and pride in accomplishments.

### **Soft Skills are important too!**

The Directors fully understand the need to equip the pupils with a range of soft-skills as mentioned above. The levels of participation in school activities and attendance are deemed to be good performance indicators.

The Directors will be looking at all positive methods of measuring pupil success but have included the items below as a means of measurement.

- Attendance
- Participation in school based activities
- 80% participation in after school and 70% Saturday morning enrichment
- The formation and sustainability of clubs and hobbies.
- Pupil level of engagement in the extensive ideas surrounding the Pupil Life organisation.
- The role and depth of interest in Pupil/Student Voice.
- The formation and sustainability of sports teams

Together these elements should provide a success base which reflects itself in high pupil school attendance, low staff absenteeism, increased pupil participation and high aspirations and a positive school ethos from pupils, parents and staff. These elements will impact upon the school development plan and any school self-evaluation which will help drive the school forwards.

Whole school success will be measured by reaching the goals laid out in the school development plan, maintaining high levels of attendance and pupil participation in school based activities and events, increasing numbers of TAG pupils, SEN pupils reaching their personal targets and the school reaching a level 1 in every Ofsted criteria.

## **D5 Admissions Policy**

We are committed to operating in line with the Code of Practice for Admissions.

The **Directors of The Bristol Primary School** will operate an equal preference system. Pupils will be admitted initially at reception level and at Key Stage 1 without reference to ability or aptitude. The number of intended admissions for the year commencing 1<sup>st</sup> September 2013 will be 120; 60 in each entry point.

These points will be the baseline to build the school up from. Once we reach 420 pupils and the entry point in Year 3 is working resources will be switched to reception and nursery to sustain pupil numbers.

The PAN and entry points were chosen primarily on the basis of parental interest and views. We could have filled the school much quicker but we want to ensure that the Ethos and Culture of the school community is embedded properly. We feel that starting pupils after Year 3 would not allow them to get the best from the school and its curriculum. Starting at two entry levels would still meet community needs and aspirations whilst allowing the school to:

- Develop from scratch their Early Years & Key Stage 2 curricula;
- Embed curriculum development for the children
- Allow KPIs to be met
- Offer more opportunities with four classes
- Allow a faster build-up to offer best value for money

We are fully aware that in the first year we may be too late to offer the school as part of the coordinated LA admissions procedure. We have discussed a plan to run these ourselves and intend to create and develop a process that allows us to communicate with parents on a one to one basis. We will work with the nominated education provider, community leaders and our own school volunteers to speak with parents in meetings and in their homes to sign them up and give them induction information.

We will keep the LA fully informed and ensure that they are told about all children who have been offered – and accepted – a place at the school. We will try to match their application dates.

We will ensure that information about our system is available:

- In Libraries
- On the Internet
- In Community Centres
- In Health Centres
- Through the LEA
- At regular community meetings we will hold

It will be important that our system is totally transparent and easy to understand. We will translate into other languages as necessary.

The key features of our system would be:

High quality information about the school and its offer

Published Timeline for Admissions

Simple form to fill-in

Checks on age and eligibility

Parents given prospectus with expectations of parents included

We would then offer places but if oversubscribed use the policy below.

We will have no discrimination against any child with learning difficulties but a pupil who is already statement will be considered in line with the Special Needs Policy to ensure we can fully meet their needs. Where children have a Statement of Special Educational needs [SEN] admissions will be dealt with through the SEN Code of Practice.

***The Bristol Primary School*** will establish and train an Independent Appeals Panel who are totally separate from the Admissions Process. They will obey all guidelines and will be committed to all legal regulation.

We have already sounded out experienced members of Appeals Panels in Bristol to help us.

Full consultation will be maintained with the local Education Authority to ensure that we participate in the co-ordinated admission arrangements operated by the LA and the local Fair Access Protocols.

### **Oversubscription Policy**

Our school is committed to being open for the whole community but there are occasions when we will be oversubscribed by the closing date for applications.

We will take into account firstly 'Children looked after', the children of service personnel returning to the area, pupils with a sibling, half sibling, step sibling or the sibling of a principal carer currently at the school, and siblings starting on the same admission date.

Secondly we will look at children living in proximity to the school. For this purpose the distance will be measured from the front door of the child's home address to the front gate of the school and this will be used to accord higher priority.

Finally, in the case of a tie, after the above have been applied, a lottery will be used.

Late applications will only be dealt with after prompt applications have been processed.

## **Vacancies**

We will establish an on-going waiting list for individual year groups if necessary.

## **Reception Staff**

The children in Reception start school in a 'staggered intake' over six weeks from the September start date. They start in small groups and attend for a programme of half-time building up to full days. This Induction helps pupils to settle into new routines successfully with new staff and allows staff to meet parents as part of their child's Early Year Profile.

## **Arrangements for admitting Pupils to other Year Groups**

Arrangements for admitting pupils to other year groups and mid-year will be determined solely in accordance with the criteria set out above.

By 2016 we will be at full level at the nominated transition points. The community volunteer team will switch its activity into creating a demand at reception level only. It is anticipated that the school opens a nursery by 2016. The community team will also be employed in seeking out parents and children for this extension of the schools community work.

The Directors have so far been overwhelmed by the level of demand and interest in the free school concept. Subject to this first school being successful we would wish to seek approval to open other schools operating in the area in a "cluster concept".

The Directors are committed to offering high quality nursery placements at the lowest possible cost to parents to allow them to seek out meaningful employment. The Directors understand this is not within a free school application process.

## **D6-The Bristol Primary School Approach to Pupil Management**

The Directors fully understand that a school cannot function, pupil academic attainment and performance cannot rise or the whole school be a warm and welcoming environment for all its pupils if attendance, pupil behaviour and welfare is poor.

The Directors are committed to ensuring and the parents have demanded in consultations with them that pupil behaviour is robust, rigorous and fair to all.

- **Pupil Attendance**

The Directors recognise the importance of pupils attending school on time, well prepared and motivated to enjoy and work during the day. We have already outlined how we intend to create an environment which is aspirational and have a curriculum model that will allow all pupils to master key skills to enable them to learn. In relation to attendance we have a goal which is to have an ***attendance rate in excess of 95% but 100% follow-up and call-back if a pupil is not in school.*** We will celebrate good attendance as a school and in each class on a regular basis.

High attendance will be deemed as a success factor for the school!

An important staff function will be to react towards absent, missing, truant pupils. The Child Missing Education Officer – CMEO role will also include parent outreach work and be supervised by the SENCO.

Regular attendance is a legal requirement. Optimum levels of attendance can only be achieved when responsibility is accepted and shared by all concerned. Regular attendance is an opportunity for each pupil to demonstrate their reliability and commitment to their own learning.

- **Holidays in Term Time**

The Directors will not recommend or sanction term time holidays. The Head will need to authorise any known absence including medical appointments.

Parents do not and will not have an automatic right to withdraw pupils from school for a holiday or religious festival and, in law, have to apply for permission in advance.

Taking holiday without permission in term times will result in unauthorised absence procedures being implemented and the CMEO will follow every incident up and report back to the Head.

In view of national and local concerns about attendance, the School will not authorise known-absence for pupils whose attendance is below 95%, or if the known absence takes place during internal assessments or external examinations. In the event that parents choose to take a holiday without

permission having been granted by the Head, the parents will be informed that no absence will be authorised. The CMEO will be notified if attendance falls below statutory levels.

Parents will be informed on the web site and in the admissions build up that taking a holiday to practise a religious belief will not be granted outside the holiday dates published. Parents are awarded a place and are made fully aware that this is a school rule. No exceptions or other agreements will be entered into.

In line with national regulations, any pupil who has been authorised a holiday period will have 10 days to return to school following the agreed period of absence. Failure to do so could result in deletion from the school roll.

If a child of compulsory school age, who is registered at a School, fails to attend at the School regularly, their parents are guilty of an offence under Section 444 (1) of the Education Act 1996.

Pupils who have missed 40% of possible sessions within one academic year will be required to retake the year to ensure that they are not disadvantaged educationally.

Pupils who fail the core subjects and in particular English over a number of terms diagnostic assessments and fail to take advantage offered by intensive classes, Saturday sessions or summer school may not directly pass to the next year and be held back.

### **Accountability**

Only the Head can authorise absence. Their role is to:

- To oversee and monitor whole school attendance;
- To liaise with SMT, SENCO, CMEO (*Children Missing Education Officer*) and administration staff;
- To be accountable to governors for overall attendance.

### **Academic Co-ordinator**

They will:

- To oversee and monitor overall attendance for the school
- To check attendance regularly.
- To monitor pupil attendance patterns.
- To co-ordinate action with their tutors, parents, CMEO and Deputy Head

It is important to draw the attention of the Head and CMEO to any concerns over attendance or punctuality. Early identification of poor attendees is essential.

### **Classroom teachers**

- It is the classroom teacher's responsibility to be on time for all lessons.

- The classroom teacher is responsible for supporting pupil attendance by keeping accurate class registers.

A class register should be taken at the start of the day and afternoon session.

### **Form Tutor**

- It is the tutor's responsibility to be on time for tutor time.
- The register must be taken within 5 minutes of the pupils entering the room both in the morning session and afternoon.
- Teaching staff will inform the front office if pupils are missing from seats in class. This will be facilitated by a register being taken in every session in Key stage 2 to avoid truancy.
- The tutor is responsible for recording pupil attendance. Letters from parents should be signed and dated by the tutor and given to the Attendance Officer.
- The tutor is responsible for keeping pupils aware of their attendance records.
- Information will be available online

### **Administrative Staff**

- To produce data as required.
- To produce weekly and termly reports for the Head and SMT

### **Pupils**

- The pupil is responsible for making sure that his/her attendance is maintained at the highest possible level.
- Pupils are responsible for ensuring that they receive their attendance mark, especially when arriving late, and for bringing notes to school before [if possible] or certainly immediately after absence.
- Pupils and Parents who are late **MUST SIGN IN** at reception
- Pupils who have to leave the School Site during the day **must** get permission from a member of staff and **MUST SIGN OUT. No child will leave school without a parent in attendance**

### **Parents**

- Parents are responsible for ensuring that their child attends school regularly and punctually in accordance with their legal obligations (Section 7 Education Act 1996).
- Parents must telephone the School on the first day of absence.
- Parents must provide a note to cover any known absence.
- Parents do not have an automatic right to withdraw pupils from school for a holiday or a religious festival
- They must ask the Head for permission well in advance of the proposed holiday.

**Children Missing Education Officer [CMEO]** (Parent Support Advisor on financial plan)

- To liaise with the Head, SENCo and administrative staff regarding concerns over pupil absence.
- Conduct some parent outreach work
- There will be regular meetings between the Head and the CMEO to deal with attendance issues. Other staff may be asked and will also be involved in these meetings.
- To coordinate reintegration of long term absentees.

**Special Educational Needs Coordinator [SENCo]**

It is the SENCo's role

- To support pupils with a known reading difficulty. This difficulty has been shown to contribute to pupil's nonattendance due to low self-esteem.
- To be involved in a reintegration programme where deemed necessary.

A vital role of one of the support staff is to monitor and record absence. Each pupil will register twice a day by teaching staff. An electronic register will be taken and the data used to analyse absence levels and truancy rates. Within 15 minutes of session one and session 4 the front office will ring the parental home and enquire as to the reasons for absence. Patterns of non-explained absence or truancy will be followed up with the support of appropriate agencies if required. Any pupil absence or truancy will be discussed at CLT meetings and form a regular item at SMT meetings. In some circumstances the SENCO may become involved.

- Parents will be required to explain any absence. It is the intention of the Directors to form a partnership with a local medical clinic to hold regular sessions at school to avoid in-school trips to the Doctors for minor health care matters.

Parents will be informed of the absence if it reaches more than 3 days in any full term. They may also be asked in to school to discuss the absence record of a child with more than 5 days in any school year.

The Head will make any decision to call upon the support of outside agencies in reference to pupil absenteeism of any type if it is preventing the pupil from making steady educational progress.

No pupil will be allowed outside class without a Pass card or unless they are being supervised by a staff member an organised activity.

High attendance levels will act as a performance indicator of the success of the school and as such will be treated very seriously.

Staff absence and attendance will be monitored in the same way as pupils. [An



*Attendance and Absence Policy will be developed once the bid is approved following ACAS guidelines].*

- **Absence Procedure**

This procedure is designed to promote regular attendance

**DAY 1:** Where no reason for absence is given, telephone contact will be made with the home on the first day of absence. If this is not possible a letter may be sent home.

**DAY 3:** Three day letter will be dated and sent by First Class post to the parent. If there is still no contact made by the parent(s) to the School, a written referral will be made to the CME0 via the Head.

In cases where attendance is not satisfactory or deteriorates further, the Head will discuss their concerns with the CME0 and make a written referral.

In some cases this will lead to a Penalty Notice being issued, the prosecution of parent(s) or application for a Supervision Order.

### **Rewards and Incentives**

Praise and rewards have an important part to play in motivating pupils to achieve and maintain good or improved levels of attendance.

#### **These rewards will be given:**

- On an individual basis
- On a Tutor Group basis
- On a CLT basis
- On a Whole school

#### **Categories to be rewarded will be:**

- Excellent attendance 100%
- Good attendance 98%

Tutors, Subject Teachers, and the Head can send individual letters home praising good attendance.

### **Sanctions**

#### **PERSISTENT LATENESS**

Head's Detention (30 minutes)  
Lunchtime Report/Detention  
Report Card  
Referral to CME0

## **Re-Integration Procedures**

The procedures for supporting pupils who are returning to school after a lengthy period of absence need to be carefully planned and include a degree of flexibility. The School will work with the Children Missing Education Officer.

The date for a return to school must be agreed well in advance and the Head must coordinate with other teachers and administration staff. If necessary a phased return, or negotiated timetable, should be employed but all returning pupils should attend a full timetable as quickly as possible.

All staff should understand the work involved in getting a pupil back to school and the personal courage some pupils show in returning.

The need for sensitivity should not be underrated and it may be appropriate to ignore minor discrepancies in behaviour and appearance for the period of reintegration and to address these with parents once regular attendance is re-established.

- Collection and Publication of Data

The DFE requires all schools to produce statistical information about the number of 'authorised' and 'unauthorised' absences and the number of pupils who have been recorded as having such absences for inclusion in the league tables prepared for public information.

The Governors will also provide this information in their Annual Report to parents.

The effective collection and use of data will enable the School to report to parents, meet DFE monitoring needs, and identify areas where intervention and action may be necessary, help set targets and provide information for Governors.

The Directors of ***The Bristol Primary School*** feel that its core values contribute toward high efficiency and high standards.

These values reflect the ethical and moral integrity of the school and the community. These basic beliefs will guide the school as it works diligently toward its mission on a day-to-day basis. The basic beliefs that will guide the school emphasise knowledge, responsibility, respect, and positive social interactions.

## **Managing Behaviour- Creating a Positive School Ethos**

The school will follow a code of conduct that supports responsible behaviour by pupils, parents and staff. The school will follow a code that helps create a positive ethos and helps to raise aspirations. Good behaviour is an essential element in creating a positive school – see Annexe 6 *Pupil Management and Raising Pupil Aspirations*.

Incidents of poor behaviour will be recorded by each class teacher and a pupil record will be developed concerning conduct in every lesson and during social

time. In this way early advance warning signals can help to inform a response using the code of behaviour. These records will be made available to the parent and the pupil.

The school will hold the following beliefs that will guide how decisions are to be made and actions will be taken throughout the school:

- All pupils can achieve their full potential if they wish to;
- Fundamental to a successful curriculum are:
  - mastery of essential concepts
  - performance goals and objectives
  - alignment with local and national key stage standards
  - sound research;
- Efficient use of classroom time and effective classroom management enhance learning;
- An assessment system provides performance information so staff can address pupil's individual differences and needs and the school can show clear accountability for results;
- A school climate that shows responsibility for self and others through a code of conduct that stresses discipline, ethical practices, and respect for self and others.

Learning effectively means mastering the curriculum; being task oriented; and being successful. Various assessment methods will be used that measure what has been learned.

Teaching excellence, strict enforcement of the Code of Conduct, and full implementation of the Pupil Life organisation support effective learning.

Staff achieve excellent results through planning, preparation, using pacing charts, evaluating pupils, and giving feedback. Parents and guardians participate in their children's schooling through a '*Web-Parent*' information system as well as the Parent Network that engages the entire family in learning.

The school will develop and strengthen pupils, and by extension, their school and community with ethical, moral, and civic values thus helping to mould future men and women with the knowledge, skills, and social judgment they will need to face the global challenges of the times.

### **Pupil Management – A Discipline Policy**

In our many discussions with parents this was a strand of the school that remained constant.

Recognising that no learning can occur in a poorly managed class, the school will place a high value on positive pupil management. The behaviour policy that will emerge will have distinct components with specific roles and responsibilities. The main objective of any policy will be to provide direction, set limits, and promote self-discipline. The objectives will be clearly defined to meet the needs of today's pupils.

At *The Bristol Primary School* discipline will be defined as **‘training by instruction and practice to teach self-control. It is not suppression’**.

The goal of discipline is to provide our pupils with strong moral, ethical, and civic values, and not for adults to gain control over pupils through punitive or authoritarian methods. Rather, it is an important part of the education of a child.

The end objective is for pupils is to choose to do what is right because they believe it is the right thing to do, not out of fear of being caught or of the consequences. Punitive measures are not an end in themselves; they are used as an immediate consequence to unacceptable behaviour; as a deterrent to the offender and others; as well as to teach pupils to be responsible for their own actions.

Discipline will be considered the foundation of learning. The school’s culture and climate will reinforce the positive values of self-discipline, hard work, responsibility, respect, character, and teamwork. Recognising the importance of a disciplined school climate, the pupil management system at the school will provide direction, set limits, create high expectations, and promote self-discipline.

In order to provide our school with the best possible behavioural model and help them become self-disciplined, the school will come together as a team to achieve the desired results. ***Promoting good behaviour is everyone’s responsibility both inside the class room, in corridors and outside the main school building.***

The team consists of:

- **Pupil Management Staff** whose role is to establish, maintain, and monitor a discipline environment conducive to learning in the school;
- **The Head** acts as the ‘Disciplinarian-in-Chief’. The Head implements the high expectations for behaviour and actively works with all team members to ensure that safety and proper behaviour are maintained throughout the school;
- **Teachers** spend the most time with pupils and are closest to them. They are the role models that the pupils look up to and imitate. Teachers will understand that discipline is not suppression. Rather, discipline is teaching appropriate behaviours that are expected of pupils and modelled by staff;
- **Pupil Life Organisation** is the key toward building a community of learners who behave well. As pupils become motivated and start participating in the programmes, they gain a sense of belonging, ownership, and pride in their school. Over time, pupils will not only exercise self-discipline, but also follow the rules and help others to do the same. Pupil participation in achieving proper discipline will be recognised and regularly celebrated at the school;
- **Parents** are partners in helping their children to behave properly. Parents will be kept updated about the behaviour of their child while at

school.

Consequences for misbehaviour can be escalated based on the nature of the offence and/or the identification of a pattern of misbehaviour. The School will adopt an electronic monitoring system. It will help staff access and analyse patterns of behaviour so that the staff and parents can assist pupils to get back on track behaviourally in the most effective way. Escalation of consequences will require the approval of the Head. These will always be communicated and discussed with parents.

### **Pupil Behaviour.**

Pupils need to grow and develop in a safe and secure environment. They also need a set of values and a frame work to work within. Sometimes they try to push against these invisible barriers. This is normal and expected. However, persistent and repeated offenders can prevent teaching and learning from taking place and affect everyone at the school. The parents have told us that they wish to have a school that has a robust code of behaviour based upon the notion of changing negative behaviour.

### **Anti-Bullying**

Every pupil and parent will be made aware that the school has an anti-bullying policy and take bullying very seriously. Every incident will be investigated. Parents and pupils will be encouraged to discuss bullying in an open and frank way. Bullying will not be tolerated by the Directors or Governors. The pastoral system will include open discussions and workshops on types of bullying, the effect on the victim and what makes a bully. This whole area will have a high profile. The pastoral system at class level, CLT and PLo will be asked to look at this area at least once a year with a whole school initiative.

The class teacher has the first line responsibility to prevent poor behaviour from affecting teaching and learning in the classroom. The Behaviour Policy and code will be followed by all staff.

Teaching staff will record every lesson the behaviour of pupils in the lessons. This data will be collected and analysed to identify any particular low-level patterns of negative attitude and low concentration. The pupil will be picked up by staff before the end of the day or even session and sanctions imposed.

Every staff member has an obligation and a duty to prevent poor behaviour around the school and during the break-times. This will be held as a duty within their own contract of employment and written into the Behaviour Policy. The section below deals with repeat and persistent offenders who have behavioural challenges that are severe is as follows:

- Use the BPS Pupil Management System to study trends, history, and patterns of the students who need our help the most.
- Put a Behavioural Discipline Plan in place (See plan at the end of this document) that involves the following people:
  - Head

- CLT Coordinator
  - Pupil Life Coordinator
  - Social Worker or Counsellor if required
  - Teacher and/or Academic Quality Controller
  - The Parent
- Once the plan is in place, a meeting takes place with the pupil and his/her parents to discuss the plan and the way it is going to be implemented.
  - Part of the plan involves the parents and what they should do at home as well. The school and the parents need to be on the same page and display a consistent front with regard to the pupil (the parents cannot be held accountable for not upholding their part of the bargain which can happen more often than not).
  - The plan is reviewed on a regular basis to gauge the progress and fine-tune it if need be.
  - The main goal of the plan is to change the pupil's habits by undoing the bad habits and instilling good habits in the pupil (deprogramming in order to reprogram).
  - Changing habits is a long and tedious process that requires patience, determination, persistence and the belief that all pupils can acquire good habits and can change for the better. We strongly believe in the fact that we can help all our pupils get back on track.
  - The pupil is also referred to the Pupil Life Organisation and assigned a job within a team of Discipline prefects who take the student in charge and work with him/her to help in redirecting behaviour.
  - These prefects shadow the pupil on a regular basis and ensure that he/she is upholding his/her part of the plan as well as teaching the proper behaviour through redirection as well as role modelling.
  - The pupil is required to attend a mandatory Saturday School while the Behavioural plan is in effect. The Saturday School is usually held every Saturday and it will have a timetable in place so that every pupil knows what they are doing from 9.00-12.00-noon.
  - The Saturday School can be a mini-Behavioural camp for some – known as a Re-Build Centre where the pupils attending it work through their behaviour with a therapist or the Student Management Coordinator and the team. These sessions aim at teaching behaviour in an environment that is conducive to learning new habits. It is more difficult to teach behaviour during the school day as the pupil's need to be in classrooms so as not to miss any lessons. We expect these sessions to last no longer than 6 weeks and be followed by close supervision for 6 weeks.
  - When a pupil is on a Behavioural Plan, his/her teachers as well as the main administrators are involved and invested in the wellbeing of that particular pupil. They keep an eye on that pupil during the day and purposefully seek that student to try to catch him/her doing something good and right so that they can praise him/her to reinforce the positive behaviour.

At the BPS we believe in positive reinforcements and in ensuring that our pupils understand in no uncertain way that the good behaviours are noticed, appreciated, reinforced and repeated.

## **Code of Conduct**

The Code of Conduct for behaviour requiring discipline provides for graduated penalties for pupils who engage in repeated misbehaviours despite prior appropriate disciplinary measures.

Behaviour or any incident that prevents teaching and learning from taking place in class rooms will not be allowed.

The Directors wish to have pupil led school and class room posters displayed that can be used as reference point support the school ethos that good behaviour leads to success.

The three categories of offences will be:

Category I: Includes all infractions ranging from minor ones which are persistent such as talking in class to unruly conduct; these prevent teaching and learning and undermine the school.

Category II: These are more serious infractions ranging from vandalism to bullying to fighting;

Category III: These are the most serious infractions ranging from possession of a dangerous weapon to physical abuse.

These categories will be recorded and be the discussed by Governors at regular meetings.

Proposed consequences are listed based on their seriousness. Consequences become more severe for behaviour requiring discipline as the behaviour escalates. When the behaviour is repeated, consequences become more severe. These will be reported upon at the Governor meetings on a regular basis

## **Suggestions for Possible Behavioural Interventions**

### **Teacher ONLY (Non-verbal or verbal cues)**

- Soften tone to a whisper when correcting behavior
- Wait, stand still
- Count down
- Provide recognition (praise) for changed or improved behavior
- Self –evaluation.
  - Could I (my reactions, comments, facial expressions, or body language) be a part of the problem?

- Use proximity (walk or stand near the pupil)
- Make eye contact with the pupil
- Give pupil the “teacher look” showing that you disapprove
- Tally, record, or log off task behaviors when observed
- Shake your head “No”
- Give a statement of disfavor
- Say their name
- Touch pupil on shoulder or desk to refocus attention

### **Teacher and Pupil (verbal, reflection, written notes)**

- Pupil self-evaluation (using teacher initiated questions) identifying behavioral/academic concerns
- Pull to the side and talk one on one
- Create a plan for improvement together
- Send positive notes home
- Pupil writes letters home with reflections on their daily behavior
- Loss of daily behavior points
- Point out positive behavior of other pupils (role-models)
- Hallway time-out (with clear redirection and time limits)
- Whisper in ear
- Statements such as:
  - “That behavior would be fine outside, but it isn’t allowed in here.”
  - “That behavior is not acceptable anywhere.”
  - “Save that for later.” (during lunch etc.)
- Using an “I” message. (“I get distracted when a pencil is tapping.”)
- Set firm limits, rules, and expectations and remind pupil of them often
- Provide choices



- “Would you rather work quietly or have a time – out?”
- “Would you rather talk this over with me now or after class (school)?”
- Check or tally system
- Use warnings
- Use hand signals
- Write a letter home to parent
- Record behavior in their diary
- Meet them at the door – with a positive comment
- Give praise (verbal, high fives, pat on the back, etc.)
- Ask about personal information (“How was your weekend?”)
- Modify the activity
- Use a point system or contract
- Provide appropriate free time
- Have pupil work with a mentor or peer tutor
- Modify the physical environment of the classroom

#### **Minor Discipline Infraction – Teacher response**

- Re-assign seating
- Isolate seating
- Assign to a seat near teacher for a period of time
- Give a time – out (inside classroom – an area away from others)
- Give a time-out (outside the classroom – a few minutes to “blow off steam”)
- Send to lunch last (keep them back to discuss behavior)
- Conference with pupil and SMC
- Catch them being good whenever possible

- Have them fill out a “re-think” paper
  - What happened?
  - How do I feel?
  - How did it affect others?
  - What can I do next time?
- Set up an appointment (involve parent if needed) to discuss the problem. Require the pupil to come up with a new behavior before they return to the activity the next time.
- Send to another teacher or team member for a “break”
- Daily / weekly progress report (STAR chart)
- Provide additional academic support

**Intensive Intervention – (involves parents, administration)**

- Hold a staffing to discuss pupil with all teachers who work with them
- Team teachers meet with pupil
- Pupil sent to office, responsibility room ,resource room for “cool down” - no counseling involved
- Restrict pupil from the area (or activity) of the infraction until adults feel another try is in order. Pupil returns on a day-by-day basis after that (depending upon behavior)
- Provide a natural or logical consequence with empathy
  - “I’m sorry that worked out that way for you. Where are you going to eat now that you can’t be in the cafeteria? Think it over and let me know when you have come up with a solution.”
- Pupil writes an informational letter to parent and administrators describing actions or problem, and a plan for improvement. This must be signed by parent and returned in order to come back to class. (pupil/parent behavior contract)
- Appointment with teacher, administrator, parent. The team discusses probable solutions and consequences.
- Remove from activity for the remainder of month, term, or year

- In exceptional situations the pupil will be asked to attend a Saturday school activity aimed at directly focussing on poor behaviour. This type of intensive class will not last more than six weeks.

It may be repeated or held during the summer school. Finally and unfortunately if no progress is being made the pupil will be asked to leave the school.

Permanent exclusion procedures will be followed throughout this final process.

All teaching staff no matter their experience will undertake a level of training provided by the education provider on the rewards and sanctions systems. Every teacher will be trained to consistently apply the sanctions. All incidents will be recorded. One INSET day a year will be devoted to behaviour management, rewards and sanctions training.

*This whole area will become the basis of a school policy later in the application process. It will be complied following DfE guidelines.*

### **Whole School Approach to Poor Behaviour**

The Pastoral system adopted along with the involvement of:

- Registration teacher/Form Tutor/Class Teacher in keystone1
- CLT
- Pupil Life Organisation.
- Use of technology
- Class and whole school assembly
- Rewards systems

All will help reinforce the ethos of the school and underpin the key strands of promoting good attendance, behaviour and wellbeing at the school.

Staff will be required to comment upon pupil behaviour and class incidents during the lesson. The student coordinator or any member of SMT will be able to see the incident recorded and take action. This could mean removing the child from the lesson to await a further sanction.

Using WebParent, the parents at the end of the day will be able to notice the behaviour of their child during the day.

Staff training on the technology will be given to all staff. Staff INSET on reinforcing the school ethos, behaviour management and pastoral care will be a feature of regular INSET.

### **Appeals Process**

The appeals process for suspensions and expulsions starts with a written notification to the Head within the required timeframe.

*This will be the subject of a school policy should the application go forwards.*

## **D7.The School, Parents and Community**

***Bristol Primary School*** will be located within the area known as east-central Bristol an inner city environment that has seen a steady inflow of different people and cultures over the last twenty years into an area of intensive dwelling. The cycle of low achievement in school and social and economic deprivation is well known in Bristol as it is in many other inner cities. Many parents have told us that they feel segregated inside their communities and do not share the wider opportunities that Bristol offers. Many children do not understand they live in a city and many more have not travelled more than 2 miles from their homes. They feel trapped by their cultural and religious beliefs. They do not want this for their children and believe that a high quality education can become a pathway out of economic poverty and deprivation. They feel that many local schools are overwhelmed, lack the ability to provide a high quality education in core subjects but do care about their children. Unfortunately for many this is not enough. They want their children to be able to read, speak English and master key skills and subjects.

The school aims to break this cycle of deprivation and release the enterprising drive, talent and energy of local people.

The Directors have so far sought collaboration with parents and community-based organisations to provide the need and demand for the school. This is a relationship we wish to broaden and deepen over time. The Directors have followed a community plan to engage with parents and the wider community. They have attracted a Community Volunteer team that understands the ethos of the proposed free school and speaks at gathering, meetings and places where parents meet on a daily basis. Every Thursday since November the Directors have met leaders from the Community at 6pm to outline, explain and seek support for the free school.

These continuous discussions and debates have helped shape the key features of this application so far.

We wish once opened to expand the relationship towards robust academic and non-academic extracurricular offerings. Directors and volunteer outreach supporters have met with a diverse selection of local community and faith-based organisations over the last six months. Those organisations are interested in providing paid and free services to our pupil body. Services include health and fitness, arts, music, sports and social club activities. Other companies have offered business services such as HRM, payroll and project building maintenance.

It is the intention to use the opportunities provided by the school being located in the inner city for it to become transformational. It will provide enterprising business and social opportunities for local people to become involved with during and after the normal school day.

We intend to link with business brokering firms such as ABLAZE who will partner schools with businesses. In particular the Head and Governors have a great deal

of expertise in this field.

An example would be to work with RBS or Nat West to deliver financial awareness or planning a budget with pupils. Another would be to link with Rolls Royce plc to link up over maths and science linked to “flight” etc.

We would like to form between 5-8 business partnerships over the first 1 to 2 years and grow them as the school grows

We will continue to seek to provide robust academic and non-academic extracurricular offerings through such relationships for the Pupil Life Organisation programme and intend to offer a partnership role on our staffing model to sustain and broaden school links.

### **Pupil Life- nurturing and developing the character and personality of pupils.**

The Pupil Life Organisation will have these departments involved in both extended day and extracurricular activities:

- Academic
- Sports
- Activities
- Student Voice
- Key Stage 1

Pupil Life Organisation Coordinators will collaborate with similar schools, both here and abroad, to share their expertise, resources, and insights. In this way the school will create an outward worldly view working with other pupils and seek to partner in its social studies programmes.

Pupils will be encouraged to develop talents, interests, hobbies, and skills through participation in musical, environmental, community service, physical, academic, scientific, and artistic pursuits during and after school, and on weekends through academic, enrichment, recreational, and sporting programmes.

As part of ***The Bristol Primary School’s*** enrolment form there will be a thorough checklist of extracurricular activities that we will ask the prospective pupils and parents to respond to in order to assess their initial interest(s) within the following categories: academic support (including tutoring and homework assistance); social clubs (include arts, dance, crafts); athletic activities; and computer skills development. There will always be opportunities to change choices made or take up additional opportunities.

From those pupil responses during the start-up phase and prior to school opening, the school will develop through extracurricular activities, or ‘wrap around programming.’

While the exact schedules have not been established for the school the before-

school programming will begin at approximately 7:30 am and will include activities and breakfast. After-school enrichment programming will begin around 3:30 pm and run until about 5:00 pm. The exact scheduling will be determined after we survey the needs and interests of our parents and pupils.

The after-school enrichment programme's mission is to provide supportive, productive, relevant, and enjoyable programming for our pupils to continue learning. The focus of the programming is to reinforce the pupils education received during the regular school day while also providing offerings that will enhance and enrich our pupil's journeys to become life-long learners while supporting our parents' work schedules.

## **Continuing Involvement of Parents and the Community**

### **The Parent Council**

The Parent Council **will not** have authority to dictate policies to the School nor issue directives. It will be designed to give parents another voice and to provide a vehicle for parents to support the school. Its function will be to both provide a service to the school and to communicate with and mobilise the larger school community.

The Parent Council will meet to discuss topics such as the volunteer needs of the School, or school atmosphere and culture. It will also provide leadership on fundraising. In addition, it may also hold specific meetings to get parent input and serve the needs of parents for information or discussion. The Board's intention is to provide an effective avenue of communication directly between parents and the Board in order to maintain adequate information exchange.

While parents will not be directly involved in managing the school, the school values parent involvement because it recognises that research overwhelmingly demonstrates the positive effect parental involvement has on pupil academic achievement.

The school will always encourage parents to take an interest in their children's school by participating in school activities, attending parent conferences, academic and extra-curricular programmes, and special assemblies. The school will actively solicit feedback in the form of a parent survey, strongly encouraging people to make contact with the school with questions, suggestions, comments and concerns.

The Parent Council will hold regular meetings at the school supported by school staff. A positive relation between home and school is invaluable for improving and maintaining positive and productive pupil behaviour.

In addition the School will be open after School and on a Saturday morning to allow parents to attend at a time convenient to them.

### ***WebParent***

The school intends to be able to use technology in the form of its web site to communicate with parents and allow them to leave feedback for staff on their child's report, records or attendance. It will be called 'WebParent' and accessed through the school website. It will become, over time, a powerful communications tool that will allow all parents to view up-to-date information regarding the progress of their children in all subjects, including attendance and disciplinary information.

WebParent will also provide families with school news, events, and calendars. Parents who enrol in this optional service receive confirmation of enrolment indicating their login name and password. This high level access truly involves parents in the school in a meaningful way. Lastly, parents will be asked to sign and return a 'Parent Contract', which asserts their commitment to a close partnership among pupil, parent, and teacher.

### **Expectations of Parents**

The school's parent/pupil handbook will provide a clear framework for the parent-school relationship. Following is a quick checklist of parental responsibilities and expectations:

- Be familiar with the published school calendar, noting specifically which days school is in session and which days it is not;
- Notify the school (via a call to the office) the day before or the day of a pupil absence;
- Speak regularly with your child about his/her school attendance, absence and tardiness;
- Attend parent-teacher review days in the Autumn term;
- Monitor your child's school performance in each class – Talk regularly with your child and as needed with his/her individual subject-area teachers;
- Make sure your child schedules enough time for proper rest each evening, but especially on those evenings prior to school days;
- Establish a rising time each morning school is in session, which allows your child time to eat, to prepare for school, to travel, and to arrive safely and on time;
- Familiarise yourself with the Code of Conduct and Attendance Policy;
- Attend and participate in meetings with school staff when educational placement of your child needs to be reviewed or when discipline matters need to be resolved;
- Request homework for your child if he/she is suspended or is on a long-term leave.

### **Partnerships for Extracurricular Activities**

The school will seek to collaborate with other community-based organisations, to supplement the after-school programme. In addition, after the school is opened we will seek partnerships with other bodies, sports organisations and Performing Arts companies of all types to provide enrichment activities such as

Music, Dance Performing Arts  
Art  
Media  
Team Sports  
Mentoring

One link already offered is from a national basketball coach to help with the school and that was discovered during community consultation.

### **Community and Business Partnership**

The Directors have existing relationships with many community based non-profit and for-profit organisations that serve similar pupil populations in other cities and across Bristol. From previous school experiences we have already established close, positive relationships with many organisations in the public and private sectors which we intend to foster these again in the new school. These companies include many banks, supermarkets, electronic companies, universities and health care bodies.

Bristol has many agencies, organisations and multi nationals that wish to engage with multi-cultural communities and schools.

The directors intend to use their networks and employ a member of staff to link in the school to the business network through charities and organisations like ABLAZE who specialise in linking business with schools in Bristol.

Such links and partnerships will add to the enrichment activities and help us train or practice the use of soft skills. These links can “help ***bring the world of work into the classroom and the classroom to the world of work***”.

This type of linkage underpins the PHSE/Citizenship programmes and helps it enforce the ethos of the school. They also go a very long way to breaking down barriers to learning and removing obstacles to teaching and learning.

It is expected that teaching staff under appropriate circumstances take advantage of business links to improve their understanding of business.

The Directors and members of the community have taken the leading role in the planning, development, and conducting the community outreach for our proposed school. The Directors both value community involvement because it is the community who we intend to serve and we also know that action research overwhelmingly demonstrates the positive effect community involvement has on pupil academic achievement as well as character development. Establishing close relationships and community partnerships is an on-going major objective for the Directors and is shown in detail in Section E.

### **Partnership capacity**



As a free school in Bristol we will put our ethos into practise through the curriculum and pedagogy. The approach to learning will be underpinned by a clearly articulated and shared set of values. Pupils will be active participants through PLO and in particular Pupil/Student Voice in shaping and taking responsibility for their own learning, for helping to ensure their individual needs are met, and that they are given opportunities to develop the skills and competencies they need in order to contribute to economic and civil society.

Our school will wish to join the growing number of free schools and academies which, through the adoption of this values-driven approach, have raised standards in all aspects of school life – behaviour, engagement, aspiration, leadership, and attainment. We would also seek to engage and become a member of the network of international schools supported by the education provider. This will feel would give our school an important outlook on the latest teaching and learning styles and pedagogy as it develops around the world. It fits with our ambition to be an outward looking school and not exist in a community in isolation.

The achievements of many of these schools have already been recognised as outstanding by Ofsted.

The educational aims and objectives of seeking education partnerships with other free schools, academies and local universities are:

- to promote and encourage the formation and development of co-operative and mutual organisations in education which reflect trust schools being charitable companies and to:
  - encourage or promote education in a manner consistent with the values and principles established by the international education provider;
  - have the object of advancing the education of pupils and of other members of the community and otherwise benefiting the community;
  - have regard in carrying out their objects to their obligation to promote community cohesion under the Education Acts; and
  - conduct their affairs in a manner consistent with the values and ethos of the school.
- to promulgate principles based on best practice in relation to financial management, accounting standards, corporate governance, openness, efficiency democracy or any other aspect of their affairs;
- To promote and provide facilities and opportunities for the sharing and development of innovation in the provision of learning, development and enterprise needs in schools.

The school is committed to extending the benefits of the chosen school model to a wider audience of schools within the state education system.

The Free School movement reflects these values in the aspiration to see local

communities working together to build educational solutions in partnership with others to ensure a viable and vibrant mixture of provision.

This proposal for a Free School in Bristol is very much in accord with the government's belief as being 'driven by demand from local people'.

As such The Bristol Primary School will part in supporting "an integral part of the Government's education policy to improve choice for parents and raise standards for all young people."

(Ministerial statement by Michael Gove 6<sup>th</sup> September 2010)

The school will seek out school, university and business partnerships that will benefit the school and its whole community. We will also contribute to:

- A mutual support network where expertise in leadership, governance, business administration, curriculum, pedagogy, specialism, and school improvement is shared;
- An informed and representative voice for schools within the overall context of education policy and decision-making.
- The benefits of shared procurement to improve the ability of participating schools to obtain 'value for money', to maximise the resources available to support learning;
- The shared experience of schools from other parts of Europe and globally, in respect of both school organisation and the content and methods of learning;

### **Parent and Community Involvement inside the school**

The Directors expect that parents will have a voice in the school in two direct ways.

- Parents may serve on the Board of Governors thus providing a voice of all the parents to the governance and oversight process. The parent will be selected, trained, and oriented to the procedures of the board in the same way as all members are;
- As a member of the Parent Council selected from each year cohort to act as a critical friend to the Governors and Directors on school procedures, policy and process. They will be a vital home /school link and prove to be invaluable to support marketing efforts and help raise standards.

School-to-Parent communications will represent an important level of monitoring, planning, evaluation and recalibrating activity at the school. Parents will be encouraged to take an active role in their children's schooling experiences in various ways, including: helping the staff identifies their children's areas of need; providing feedback to the school regarding factors that may be influencing their children's learning; and expressing areas of concern that they feel need to be addressed with the school.

Parental involvement throughout the school year will be an instrumental part of the overall educational programme. The school will operate in accordance with the premise that teachers, parents, and pupils must work together to provide a quality education.

Parents are a vital part of this partnership. They will be asked to sign a Contract of Responsibilities which sets forth the schools expectations of parents in supporting the educational mission of the school.

These parental commitments include ensuring pupils complete homework each night, reading to their child, making sure their child comes to school on time and in uniform, providing a quiet place with light for their child to study at home, and being available to meet with the teachers and school staff if the need arises. Other opportunities for parental involvement include report card pick up, parent night and newsletters, local field trips, and end of year trips and various school based activities that require help from parents.

Every parent will be enrolled onto Parent Network to structure volunteering activities and ParentWeb which will allow parents to log in to their own child's school records.

Parents will be encouraged to become active in the school's Parent Council, a parent association that provides a forum for parents to become engaged in the school. The Parent Council will hold regular meetings in which teachers and staff members provide updates and opportunities for parents to be involved. At these meetings, the Head will provide a report to the parent body. In addition to Parent Council meetings, the Head will host a weekly 'coffee hour' event where parents can informally discuss or share suggestions with the school.

Parents, as well as the general public, are also encouraged to attend monthly meetings of the Board. In accordance with open meeting requirements, the agendas will be posted monthly prior to the meeting of the Board. The meetings are held each month at the school (dates and times may vary depending upon the month). Further, the Board will formally invite members of the Parent Council to present to the Board at least once a term.

### **OUTSOURCING provides an opportunity for choice and enterprise!**

Outsourcing is part of our investment in the Community. Outsourcing is the contracting out of a task to an external provider." *A contract is entered into and is the subject of a performance contract. The group outsourcing concentrates on its key activities and makes sure that the very best mix of skills and expertise are concentrated upon the key central core task".*

In the case of ***The Bristol Primary School*** this is to ensure that the parents and local community have a high-performing school that will deliver the vision set out in Section C ***in its entirety***.

The use of outsourcing in general should lead to:

- Measurable costs and cost savings;
- Focus on the core task;
- Clear quality improvements with strict service level agreements;
- Legally binding contracts with clear redress;
- Ability to gain access to wide experience and knowledge;
- A force for change and innovation;

## **KEY AREAS**

*The Bristol Primary School* aim to use outsourcing in three key ways and these have been built into the financial model. These are:

- Key Educational Provider
- Key Administration and management functions
- Regular School Services sourced locally

These are all part of our plan and together make for a stronger school. These are now looked at in detail.

### **Educational Provider**

We intend to use a management company to run the school and there will be a very strict contract drawn up by our solicitor that sets out the key contractual basis to operate on in order to deliver our vision totally.

The Board of Directors will:

- Be totally responsible for the school;
- Set out the legal contract;
- Using an external University evaluate the provider continually;
- Appoint the provider;
- Appoint the Principal and the Finance Director in conjunction with the provider;
- Sit in on all interviews of staff;
- Have monthly reviews of progress.

There are no pre-conditions for the provider and they can be from any country as long as they can provide our vision through a total system that:

- All teaching materials and resources;
- A curriculum that meets all UK regulations and our Vision;
- Proper IT systems for effective management;
- Testing system to help drive-up standards;
- Monitoring of all pupils;
- Reporting system that parents can log-on to daily with weekly progress reports;
- In conjunction with the Directors undertake the recruitment, training, and supervision of staff;

- Business management;
- Reports to Directors on educational innovation.

These services will be costed and priced in the bid by requesting from a number of providers the costs. If the bid is successful, a full procurement exercise will be needed.

### **Administrative and management functions**

There are two tasks which the Directors intend to outsource locally. These are HR (including Health & Safety) and Payroll. To find out information we have gone to national firms with a local presence that have:

- Proven national track record in educational provision;
- Been willing to help us for free in the bid preparation;
- In-depth knowledge of what is required in bids for free school or academy status;
- Willingness to provide further help including business mentors (see later).

Their quotes for services have been used as indicative as working out the figures.

Part of the local context is that there is a shortage of employment opportunities for the local community and there is high rate unemployment particularly within the migrant community. This lack of paid work leads to a paucity of positive working role-models in the local community and in the school environment that pupils can model. It becomes a factor in the cycle of deprivation we wish to break.

It is our intention that we will advertise in the local community for groups that will take on these four tasks:

- CATERING
- CLEANING
- MAINTENANCE
- PRE & AFTER SCHOOL CLUBS

These groups will either be pre-existing small businesses or those with an interest in forming such a business. The only conditions will be that the groups:

- Are based within two miles of the school;
- Are initially run by local people within that two mile radius;
- Are committed to providing a high quality service that can be enshrined contractually;
- Are prepared to undergo training prior to set-up and throughout their contract;
- Are prepared to enter a mentoring scheme with local businesses

throughout the entire contract;

- Will use the successful gaining of a contract to look for other work to ensure the long-term survival of the business;
- Meet the needs of ***The Bristol Primary School***.

The following plans have been put into operation so that if this bid is successful we can obtain the necessary help as quickly as possible.

- Help will be put together by Samafal Training and Bristol City Council Economic Development Team;
- Samafal Training will provide mentors all of whom will have Government Approved mentoring qualifications;
- Thirteen local businesses have already offered to mentor the groups;
- A local accountant will work with the groups to ensure all the legal and regulatory requirements are met.

In order to price these services we carried out the following:

- Estimated service cost if we provide the service ourselves;
- Three estimates from Bristol-wide contractors;
- Taking the average of the three contractors and comparing it with the estimated cost of services and taking the higher whichever it is;
- Adding-in an allowance for training.

The services for cleaning are based on the normal standards for a primary school that is kept at the highest level and has been based on a typical 400 person primary school, allowing for build-up over four years. It is intended that the building is kept at the highest standards and the standards in new PFI schools taken as a reference.

Maintenance has been developed in a similar basis with the proviso that there must be a zero tolerance for vandalism, graffiti or any accidental damage. The better a building is maintained the better the behaviour.

The catering has been based on the provision of staff to offer the following services:

- Breakfast club with small contribution;
- Break-time (morning and afternoon) shop with healthy snacks;
- Lunch offering a choice of meals for both those paying and FSM pupils;
- A piece of fruit for ALL children to go home with free.

***The Bristol Primary School*** will follow the guidelines of the School Food Trust in all that it provides.

The pre and after school clubs will involve the liaison with the catering group and the provision of high-quality child care and activities; some in conjunction with the teaching staff. However we want expert staff to carry this out and will seek help

from local childcare groups. Our long-term aim is to also run nursery provision.

This provision is fully costed by looking at local examples.

***The Bristol Primary School*** believes that this is a good approach to outsourcing in that it:

- Will allow for a top educational provider to look after the core provision;
- Uses top local providers for key services with a track record in education;
- Uses local providers for some services that will encourage positive role models;
- Sets out a path for future expansion.

If the school is able to fund specialised rooms such as laboratories for Science, ICT and an Art room we would wish to share these facilities with our neighbourhood schools. We would also seek to use any specialised sports facilities from the City Academy Bristol.

## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e.  $D = ((B+C)/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60	100		166.7	60	80		133.4
Year 1					60	100		166.7
Year 2								
Year 3	60	90		150	60	75		125
Year 4					60	90		150
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
<b>Totals</b>	120	190		158.3	240	345		143.7



## Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

The Directors were amongst the community leaders and parents who were asked to help the parents put in an application as detailed in Section C. Seven preliminary meetings were held in various parts of the community and parents, community workers and local leaders were widely consulted.

The result of those meetings was that:

- An application for a free school should be put in;
- The most pressing need in Bristol was for three primary schools;
- That an initial bid should be for a school based in the inner-city area of Bristol located in the East-Central area with a centre around the wards of Lawrence Hill, Ashley and Easton;
- The school must have a two key cultures:
  - A moral school for ALL faiths but a NON-faith school
  - A rigorous education pattern based upon mastery of core subjects defined as English, Maths, IT and Science;
- That the community wanted to be involved but they felt that an education provider should be used;
- That the school should be for ALL races, genders, needs and communities and should not be allowed to follow some of the “ghetto schools” they were seeing in their community.

We therefore agreed to form a company and keep everyone informed on a regular basis. This process would start for the bid but carry on after the bid submission in February throughout the entire process.

Looking at the criteria in detail:

### **E1 – Evidence of Demand**

The evidence of demand is given in the figures which continue to rise as this process continues. We realistically expect to have over 400 names by Easter. Children are included in the statistics only if they could attend in the opening or next year, either at Reception or the Start of Key Stage 1.

In short we can show that the demand shows that we can:

- Fill our reception and Year 3 classes in September 2013;
- Fill our reception and Year 3 classes in September 2014.

We have included in the Annexes to Section E the following:

- Survey Forms used with the exact Information given to Parents;
- Website details and access to website showing parental information;
- Details of our First Community Plan;
- Details of Marketing Plan funded by NSN;
- Press Release;
- And most importantly the **survey numbers** and facts.

We have had the following meetings and these are continuing with public meetings. The Annexe contains the presentation we use which again shows the information given out.

- Seven sessions outside schools;
- Eleven meetings informally with the Community in local settings;
- One public meeting of over 250 people;
- Leaflet drops;
- Weekly drop-in session at Tesco's cafe.

We have also produced a flyer which is also in the annexes to E.

Apart from the Meetings we have engaged with the community through:

- Web – Internet Site
- Leaflet
- Press Release

All of these have been enclosed.

All those who have signed up to the school are local as can be identified through the postcodes.

We have also been clear to give specific FAQs for people who contact us and the most frequent questions asked are:

- The school would insist on a uniform but this would be sourced at low-cost supermarkets;
- School meals would be provided and these would offer choice in line with religious preference and the School Food Trust;
- The school will not object to religiously inspired dress items and

symbols;

- Extended daily provision and affordable holiday clubs will enable working parents and those seeking work to know their child is in a safe secure, engaging environment which is affordable;
- The school will run a Summer School for 4 weeks during the July and August period. It will be directed by the school but managed by mentors and community support workers. A member of SMT will be on site at all times that the school is open.
- The summer school will be aimed at TAG pupils, running intensive classes in English where diagnostic data suggests the pupil is failing. This will offer a last resort before suggesting he pupil is retained and not allowed to proceed to the next year cohort. Parental permission will be required for this use of the summer school. The summer school will also be aimed at offering safe play facilities sponsored and run by external mentors and sport coaches.
- The school also hopes to engage with local parents by running a series of parental classes run by Bristol City College; this will also include adult reading and numeracy classes aimed at supporting parents who in turn can help their child.
- The proposed school day with teachers on site until 5pm and ICT access available in every room will ensure that pupils who do not have access to ICT at home are able to access the curriculum and extended opportunities;
- A support fund will be set up to help pupils from more disadvantaged backgrounds take the opportunities available to them;
- The use of the school as a community resource specifically those opportunities aimed at adult education will enable parents to better support their children in turn raising levels of aspiration;
- Special help for parents will be available as set out in Section D.

In the demographics part of Section D we give evidence as how the entire area is considered as disadvantaged.

## **E2 – Reaching out to Wider Community**

This has been done in the following ways:

- Website;
- Individual Contact using forms;
- Public meetings;
- Press releases.

We have had the same demand from other areas but this has been excluded.

In the demographics part of Section D we give evidence as how the entire

area is considered as disadvantaged.

We have been clear in all the attached information and in all the meetings that this is a school for all people who live in the area and we have made no distinction from deprived or disadvantaged families. Equally we have made no distinction about whether or not the children have any special needs although the expectation is the majority of children will not speak English as a first language.

The school will be used for the wider community through:

- Parenting Courses;
- Breakfast & After-School activities;
- Holiday activities;
- Catch-Up Courses.
- Saturday morning school from 9-12.00
- Summer School

These will be managed by the Pupil Life Co-ordinator who will also liaise with local groups who wish to use the facilities; extensive contacts have been made and figures for hire included in Section G.

We have tried to contact the local authority but Bristol City Council's response was that there was no need for any more assistance in the area and has not been as helpful as they may have been. Bristol has a drastic shortage of places and this is detailed in Section C.

All of our materials are also available in other languages.

## **BRISTOL SURVEY RESULTS**

Bristol Postcodes in the City Centre are set out as follows:

BS 1	City Centre, Redcliffe
BS 2	Kingsdown, St Paul's, St Phillips, St Agnes
BS 3	Bedminster, Southville, Bower Ashton, part of Totterdown, Windmill Hill
BS 4	Brislington, Knowle, Knowle West, St Annes, part of Totterdown
BS 5	Easton, St George, Redfield, Whitehall
BS 6	Cotham, Redland, Montpelier, Westbury Park
BS 7	Bishopston, Horfield, part of Filton
BS 8	Clifton, Hotwells

Whilst many of these areas are able to travel to the school we chose to only note for this survey those in Neighbourhood Partnership Map of Area NP 08 – See maps in Section C & D Annexes – covering the Easton, Lawrence Hill & Ashley wards. These are all within the 1.5 to 2.0 mile epicentre of our area that was taken from Junction 3 of the M32 and would justify our first choice of site at [REDACTED].

We have had in addition considerable interest from outside this area.

We have noted those youngsters who are eligible for a September 2013 entry to Reception and those for September 2014; likewise for Year 3 (Key Stage 2).

So for those wishing to enter Reception in September 2013 we have used those born in the Academic Year 2008-2009. Others were calculated similarly.

It is worth noting the number of multi-occupancy houses in the area for families and we have confirmed that people live where they say they do and that the youngsters are eligible for British schools.

### POTENTIAL STUDENTS

POSTCODE	AGE R 2013	AGE R 2014	AGE YR 3 2013	AGE YR 3 2014
BS5		1		
BS2	1			
BS2	1	1		
BS2	1			1
BS9		1		1
BS5		1		1
BS2	1		1	
BS5	1	1		
BS5	2			
BS5		2		
BS5	1			
BS5		1		
BS2			1	1
BS2				1
BS5	2	1		
BS5	1			
BS2			1	
BS5	2			
BS5			1	
BS5				1
BS5				1
BS5		1	1	
BS5		1		
BS5	1			
BS5	1			
BS5	1	1		
BS5		1		
BS5				1
BS2		1		1

BS5				1
BS2				1
BS2		1		
BS5	1			
BS5	1			
BS5	1			
BS5	1		1	
BS5	1			
BS5	1	1		
BS5	1			1
BS2			1	1
BS2	1			
BS6	1			1
BS5	2			1
BS5		1	1	1
BS5		1		
BS5	2	1	1	1
BS5		2		
BS5	1		1	
BS5		1		1
BS2		1		2
BS2		1		2
BS5				1
BS5	1	1		
BS5		2		1
BS5				1
BS2	1			1
BS5			1	
BS5			1	
BS2	1			
BS6	1			1
BS5	1		1	
BS5			1	1
BS5	1	2	1	
BS5			1	
BS2		1		
BS5	2	2		1
BS2		1		
BS5				1
BS5		2		1
BS5	1		1	
BS5				1
BS5				1
BS5			1	
BS2	1		1	
BS5	1			
BS2			1	1
BS7		1		

BS5				1	
BS5				1	1
BS2		1		1	1
BS2			1	1	
BS5			1		
BS2		2	1		
BS5		1		1	
BS5			1		
BS2		1			
BS5		1	1		1
BS5					1
BS5				1	2
BS5		1		1	
BS5				1	
BS5					1
BS5		1	1		1
<b>Flats Group Visits</b>					
<b>Barton – BS5</b>		17	11	21	6
<b>Phoenix – BS5</b>		11	5	15	11
<b>Eccleston – BS5</b>		3	18	9	2
<b>Baynton – BS5</b>		6	2	13	2
<b>Hanover – BS2</b>		7		2	5
<b>Ashmead - BS5</b>		4	3	2	2
<b>Kingsmead – BS5</b>		5	1	3	6
<b>Housing Assn – ACH – BS6</b>		3		1	2
<b>TOTAL AS AT 23.02.12</b>		<b>106</b>	<b>82</b>	<b>94</b>	<b>79</b>

## Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

### F1 - Education Expertise

The Directors of the Trust fully understand that effective leadership at all levels will be crucial to the success of the Bristol Primary School. The Trust Directors will provide the overall leadership of the school. They have decided to work with an education provider who will supply educational management and resources to deliver the vision.

These provisions will be directed by the Directors who have enlisted the support of the following professional people who will maintain a watching brief and work as governors to support the vision.

The Trust Directors will consist of a range of individuals with different and complementary expertise and experiences representing Education and the Community. At the moment the Directors are working with nominated associate Directors who have experience of HRM, Finance, Business and Property. Some of these may be asked to become full Directors of the Trust once the school is approved and certainly within the first year. The others will be offered governing body membership. Some have already indicated that they wish to become governing body members for one term a maximum of four years to secure the set-up and sustainability of the school and then move on.

The main Directors made the decision to form a small close knit and flexible board of main Directors in order to move swiftly to complete the application process. They fully accept this will need to change and grow as the school develops in size. The strategy and timing of this is outlined below. They took the decision to investigate the appointment of an education provider that had expertise and skills to impact the community and align themselves to the education vision for the school. The Directors have spoken to several providers and researched the international and UK market. They expect to place this section of the application out to tender using support from the Department of Education for the template and legal support from its solicitors.

The Directors will appoint further people with relevant educational experience as the project proceeds.

### Educational Skills Audit

- [REDACTED] - Principal Designate – [REDACTED]
- [REDACTED] with [REDACTED]



- [REDACTED] - [REDACTED]. She will have the lead role as the governor nominated to support the SEN in the school and liaise with the SENCO on a regular basis.

In addition the two other Directors also have relevant teaching experience:

- [REDACTED] works [REDACTED]
- [REDACTED] is [REDACTED]

The Directors reserve the right to introduce other specialists onto the Board if they feel it correct and appropriate to do so. It is expected that the education provider will nominate a governor to the governing body before the official opening of the school.

- EP- Education Provider. The Directors have been investigating this aspect of the free school since October 2011. We have conducted desk research and approached several leading organisations. We continued to develop a short-list from the last NSN conference. We have received a great deal of support from SABIS International-[www.SABIS.net](http://www.SABIS.net) in the areas of understanding the most updated diagnostic assessment technology, narrowing the pupil performance gap in the inner city and the use of phonics. All of these are vital strands to deliver our educational vision as outlined in section C.
- [REDACTED] – School Governor

### Education Skill Audit

School management area	SS	DS	PB	EP	AB	KN	FM
Pedagogy	x	x	x	x	x		
Curriculum Design	x	x	x	x			
Reception-Key stage 1		x	x	x		x	
Key stage 2	x	x	x	x		x	
Pastoral Care-Well Being	x	x	x	x	x		
Attendance/Behaviour	x	x	x	x	x	x	
SEN		x	x	x			
Narrowing the Gap	x		x	x		x	
Diagnostic assessment Pupil and Programme	x			x	x		
Finance	x	x		x	x		x
Management of staff teaching/non-teaching	x	x	x	x	x		x
Governance	x	x		x	x		
The Community local/wider	x			x	x	x	x
Partnerships	x			x	x		x
Parents	x	x	x	x	x	x	x

It becomes obvious from the skills audit that the education provider is the back bone of the education vision at an operational level. It is also clear that

the Directors and Governors between them have sufficient expertise and skills in depth to effectively discharge the contract between the Trust and the Education Provider.

## **Time Commitment**

### **Education**

██████████ will maintain the amount of time necessary to deliver all the pre-school opening requirements. He is a Director of the Trust. He will become Principal designate.

██████████ will devote the time necessary to offer support and attendance at such meetings as deemed appropriate. She will become a Governor of the school and remain involved for at least 2 years. ██████████

██████████ will devote the necessary time as required to support the opening of the school. She will become a Governor of the school with a special remit in SEN and remain involved to produce policy and advise the appointed SENCo.

██████████ will invest as much time and resource as required. They are seeking to tender for the educational provision as soon as possible. They will provide a member of the education SMT in a key stage to operationally manage the curriculum and pastoral systems in the post opening.

The team will function in the pre-opening stage with an office being acquired close to the school site once it is known.

██████████ is a Director of the Trust and will become Chair of Governors he will devote as much time as is possible and required to support the opening of the school. and remain involved. At present he is devoting over 25 hours per week to the school. (CV in Annexes)

██████████ is a Director of the Trust he will devote as much time as is possible and required to support the school and remain involved. He represents the community and parents. (CV in Annexes)

██████████ will become a school Governor .He is a local businessman who represents the community and business interests.

## **Expertise within the Group**

We wish to set up and start the school in the best way possible and in order to do so we have made links and offered the title of associate director to a number of key personnel listed above. In addition we will:

- Continue to seek out key personnel via business networks we all have to support the school with particular skills
- Take advice from our solicitors - ██████████ on the best commercial arrangements

- Appoint as Governors once approved the key personnel listed above
- Seek to appoint [REDACTED] as the schools financial advisor and appoint in the first round of recruitment an accounts and business manager
- Seek out [REDACTED] to provide direction on Pay Roll and finance
- Appoint a building project manager-[REDACTED] once the application is approved- see section H.
- Seek out from within the community another parent to work alongside-H who would wish to be a governor and a community leader.

### **Time Commitment so far**

At the moment the three directors are working on the project at least 25 hours a week if not more if required. The other associate directors are working on set parts of the application as task and finish projects. This has taken up at least 5 hours extra from each.

Subject to the bid being approved we expect the 3 main directors to increase the amount of time as follows:

- [REDACTED] 40 plus hours a week. At the moment he is acting as a consultant in his own right to another consultancy.
- [REDACTED] 30 hours plus per week - retired
- [REDACTED] 20 hours plus per week. Working for Bristol City Council

The other associate directors will increase the amount of time required pro-rata in line with need.

If the project is approved we wish to appoint:

- A member of SMT – Education based from January 1<sup>st</sup>.
- An Accounts and Business manager- Finance/Business Manager from January 1<sup>st</sup>.

We also expect the education provider to have been appointed and that they position a UK based member of staff to support the school over the first 2 years. They will also support and recruit teaching staff and train all the staff on an on-going basis.

- Appoint the Head from January 1<sup>st</sup> full –time

It is expected that the provider will introduce education and business experts from their network with a particular level of support from a network they should have from within the USA Charter School movement. This support will be in areas where the Directors and SMT require further help and support.

We have also opened up a link with [REDACTED] from the University of Bristol Education department. By January 1<sup>st</sup> we would expect to have a more formal agreement concerning this working relationship. It would be expected that

they have staff available to us on secondment or at governing body level. Other local universities in Bath and Bristol have been approached but we have not yet sought any formal agreements with them.

Both Directors and Governors are clear that their main responsibilities rest with establishing the vision, financial control, academic performance and sustainability of The Bristol Primary School.

Everyone involved in the pre-application and application process is 100% committed to the school and gives the time and drive it needs above all else.

Everyone including the community volunteers has worked evenings, weekends and bank holidays to ensure the success of the application and engage with the community. This can be seen in section E. The community plan stage one, was a success because of the commitment it has been shown. Stage 2 of the plan is now unfolding in the next three weeks with households and individual parents being contacted with a newsletter update and series of informal community meetings.

All these events take place in the evenings and weekends.

## **F2 Financial Expertise**

### **Managing the School from a financial viewpoint**

We believe we have enough financial expertise to manage the school see skills match diagram above.

However, in addition we will undertake the following as soon as possible:

- **Appoint a Finance Governor – [REDACTED]**
- Appoint a Payroll company to ensure staff payments and salaries are correct.
- Appoint a school based accountant and business manager - Finance/Business Manager from 1st Jan 2013
- Discuss the strategy with the Finance director of the education provider on a monthly basis
- Produce monthly management accounts for SMT review alongside the Chair of Governors.
- Provide outline training on how to read a set of school accounts to all Governors once a year.
- Allow the Finance/Business Manager to attend governing meeting to clarify any issue and give an outline on the management accounts at the meeting.

Using the DfE template supplied we created a five year plan clearly showing the costs develop as the numbers of pupils increase. Subject to approval we would create and operating costs and expenditure forecast for every area of the school to measure budget and actual costs. This would form the basis of

our management accounts every month. This would be the responsibility of the Finance/Business Manager.

- The Reporting Officer will be responsible for completing the annual audit and work alongside an independent firm of Auditors to report to the Charity Commission as part of the statutory regulations.
- As part of the managed ICT system we will have ready access to a management information system including fiancé
- Clear systems, reporting, and purchasing procedures will be outlined as part of the normal school operation. These will be the subject of polices once the school is approved.
- The Head will be ultimately responsible for the financial management of the school.

### Finance Roles

**Trust** - A member of the Governing body will have the requisite financial expertise and experience to hold the Governors, senior leadership tam, the Head for all management accounts and all aspects of the budget.

**Governors** - They will appoint a Reporting Officer that will have the required level of knowledge to ensure the reporting process meets statutory regulations and guidelines.

**Operational Financial Management** - This is a key appointment to be known as the Finance/Business Manager, Accounts and Business Management. Trust Directors will appoint this post supported by [REDACTED].

The HRdept is a national franchise operation that has 46 offices in the UK. Locally [REDACTED] works for a large number of schools and academies. She has become an associate director to offer advice and support but will become a full governor once the school is approved. She will support the recruitment of all staff but in particular take on the recruitment of non-teaching staff. Her first duty will be to help employ the Finance/Business Manager. She will help develop and support all staff from a business leadership and management viewpoint. The education provider will develop and support staff from an education viewpoint.

### Directors and Governors with direct and recent Financial Experience

Recent Financial Expertise	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Financial Modelling	X	X	X	X	X	X
Budget	X	X	X	X	X	X
Expenditure	X	X	X	X	X	X
Costs	X	X	X		X	X
Operational	X	X	X	X	X	X
TAX	X		X	X	X	X
VAT	X		X			X

Payroll	X			X		X
Grant Aid	X		X		X	X
Business Planning	X	X	X		X	X
Management Accounts	X		X	X	X	X

██████████ - Accountant Specialising in Voluntary and Charity organisations.

██████████ - ██████████.

██████████ - ██████████.

██████████ a ██████████

██████████ - ██████████.

██████████ - ██████████.

The above group are completely committed to ensuring that they put in sufficient time to work effectively with the Directors, Educational Provider and Finance/Business Manager to ensure a robust and reliable financial system offering best value for money.

The EP is prepared to allocate sufficient time and resources to support the school and ensure it has an exemplar financial operating system.

**F3 - Appropriate and sufficient education and business expertise to open the school and deliver the vision**

The Trust will have the required number and range of professional people within it that can ensure long term sustainability of our vision and school ethos. The Trust will be made from key members of the team as listed below and also representatives from the community, organisations, and partnerships at the appropriate time.

It is recognised that some of these people may move on after fulfilling their duties and responsibilities in the early years of opening the school. We intend to be open to the appointment of other members as the need arises.

The school will also have the support of an education provider that will have essential expertise of education and school management from within the key stages we are going to develop. The Directors at all times will be responsible and accountable for the school.

The directors expect the education provider to present a regular education and performance update on the progress of the school for use by the directors, Governors and the Head. In order to assist this level of performance indication the directors will appoint a school Finance/Business Manager to support the financial processes.

Core roles within the Trust will be around Education and Finance. We will appoint a Finance and Business Manager- Finance/Business Manager to the staff as soon as possible and they will provide detailed information on a regular basis.

One of the associate directors – [REDACTED] is [REDACTED]. She will maintain a close watching brief and head up this Finance sub-committee. Education will be supported by a senior member of staff from the education provider, a former Primary head and a Primary Head serving at a local school. We have had offers of advice and support from other professional educators but at the moment have held back because we felt we could be overloaded with information and good intentions. We feel we have waiting or could easily find and work with an education specialist in any defined primary school area.

The Trust will be represented and supported with people from Higher Education Primary Education, Finance, Legal, HRM, Property, Community, Business and Parents. Significantly further people will be nominated to serve if we feel that extra support is required in a certain area.

As members stand down from time to time they will be replaced by someone who has similar levels of experience, qualifications and skills in that area. In this way we expect long term sustainability to be maintained and develop as the school grows.

As part of their business partnership network the Directors have contacts and experience from working with Bristol based organisations of all types to attract middle and senior staff into acting as governors inside schools. We have access to many of the banks, financial institutions, and electronics industry within the region should we require further governors or project based 'task and finish' staff to act as governors in the short-term.

*"If we need help we have the resources to find it within Bristol."*

The Trust will meet not less than six times a year to monitor the work of the governing body. Its views will be recorded and act as a guide to the operational side of running the school.

So far our group consists of individuals with a good range of experience skills and background to establish and develop the school through its early stages of development and early establishment. The group through its recognition, introduction and retention of associate directors has the scope to rapidly develop its range of expertise and 'advice pool'.

We have considered carefully how each layer of responsibility can best be delivered through a clear organisational structure.

Name	Role	Area of Experience and Expertise in
------	------	-------------------------------------

		school
██████████	Company Director and Principal Designate Steering Group Founder	██████████
██████████	Company Director	██████████
██████████	Company Director/Secretary Chair of Governors	██████████
██████████	Governor Elect-Steering	██████████
	Governor Elect-Steering	
	Governor Elect-Steering	
	Governor Elect-Steering	
	Governor Elect -Steering	
	Governor Elect-Steering	
	Governor Elect-Steering	
	Governor Elect-Steering	
	Governor Elect-Steering	
	Governor Elect-Steering	

██████████

Each person is prepared at no cost to give advice and guidance to the Directors in relation to the application and act as Governors to the school once it has been approved and is underway.

From the listing above it has become obvious that we are short in the Legal side and in finding a firm that can act as independent auditors and work alongside ██████████

The school will require a firm of solicitors and accountants to act as auditors. The directors will seek out a suitability qualified firm in each category by personal selection and recommendation. They will also conduct desk research to acquire a short list and interview the chosen firms. The Directors will make a choice by due process and diligence once a short list of 3 firms has been acquired. We expect to do this over the summer and establish a relationship by 1/9/2012.

#### **F4 - Staffing Structure**

The schools staffing structure will grow over time and in line with pupil numbers.

Staffing diagrams have been put at the end of this section. The staffing structures are consistent with the development of the Plan in Sections C & D. They were then used to formulate the budget.

The staff structure was developed with certain key principles in mind. These were:



- That all senior staff including the Head Teacher will teach to ensure that they are in touch with day to day concerns; are offering a high quality standard of teaching to inspire pupils and other less-experienced colleagues; and to ensure they have first-hand experience of the needs of the pupils;
- That by ensuring all teacher's teach and that senior staff are involved, the consistency of the educational offer can be improved;
- That this method – especially during the build-up of numbers ensures best-value for money.

As the school starts we will have a flat structure as it is more important to use money and resources to build-up the curriculum offer. In later years the Key Stage Heads will jointly cover the Head to ensure that no Deputy Head is needed and there a best value distributed leadership style.

The Senior Staff should be interchangeable bit in the event of long-term sickness of the Head, the Governors would step-up a member of staff.

The EP will be involved with all staff appointments.

### **Senior Management Team – SMT**

SMT will consist of the Head, Key Stage 1 Head, Key Stage 2 Head, SENCO and the Finance/Business Manager. In terms of staff development 1 person from the teaching staff will be seconded from the teaching staff to gain experience in whole school matters. This secondment will be for a maximum of 2 school years.

It is expected that the education provider may nominate one of these heads or another member of staff.

In this way we expect to develop succession planning and provide valuable INSET to staff.

This team will meet every Wednesday afternoon for an extended session covering school operational matters. The meeting will have minutes taken and actions distributed to the team. It will also meet every day - except Wednesday - in the early morning to start the day together and brief staff on any developments.

The leadership roles responsibilities and levels of accountability will be reviewed on a regular basis. The nominated education provider will also be included to meet as a member of this team. Part of the role of this team will be to develop the capacity of the teaching teams and seek ways to increase performance across the school. They will monitor the school development plan and the vision and ethos of the school. They will develop initiatives and innovation to ensure succession, improve performance and sustainability of the school.

### **Middle Leadership of the School**

This will include subject heads of core subjects.

These will meet on a regular basis to inform the school development plan and SMT of the progress in each subject area. They will focus upon improving standards, moderating standards and grades across the curriculum. They will be seeking ways to ensure SEN pupils, TAG pupils make progress. They will support teaching staff and develop training and induction courses for new staff. They will support NQT's and class room assistants in their areas. They will ensure the curriculum, diagnostic assessment, reporting and monitoring required by the education provider is accurate, on time and to a high standard.

### **Teaching and Classroom Assistant Teams**

All teaching staff and support staff will be allocated to a subject area to work within. The only teachers that are fixed in classes will be key stage 1 teachers and assistant. All other staff will move around the school. We have removed the traditional primary school teaching roles by having subject specialists on a timetable. At Key stage 2. The education provider will provide all the teaching resources required to teach and assess each subject offered.

*Specific job descriptions and specifications for all staff will be developed subject to HRM review if the application is approved.*

Obviously senior and middle management roles will be put in post in line with the diagrams.

### **Other Staff**

In order to meet our vision we have number of key staff who will be appointed to ensure that our plans are met. These include:

- Student Academic Director responsible for diagnostic assessment to inform the teachers about their curriculum and individual pupil planning, match resources and schemes of work and to ensure KPIs are met. They will report to the Head and work with the EP & SENCo. Member of Leadership Team. Part of their role will be to develop the Pupil Life organisation.
- To produce our vision we have ensured that from Key Stage 2, any teacher will have a subject specialism that they will teach throughout Years 3 to 6;
- We have a Librarian as we think it is essential that someone ensures throughout the school that staff & pupils have readily available and correct resources.

### **F5 -The role of the Principal Designate**

#### **The Principal Designate**

The Bristol Primary School Directors and members of the Steering Group have appointed an experienced school leader to the post of Head Designate. [redacted] [see annexe F1 CV's of Directors] [redacted]

### **The Role of the Principal Designate –pre-opening**

He will produce a complex project business plan which covers all aspects of opening a new school and seek its approval and its implementation.

The main focus will be to liaise with the appointed education provider and create the final curriculum in line with the vision.

Produce the school policies and seek approval

Liaise with the community

Seek to finalise pupil numbers.

Recruit essential staff- Key stage head[s] to work alongside education provider

Recruit a finance and business manager to look after the operational side of opening a new school

Coordinate aspects of the project management of the building

Work closely with the DfE appointed project manager

Prepare the school for a pre-opening Ofsted inspection

Work with the Directors and Key stage Head to outline the school development plan

Recruitment of a SMT in this early phase will be to assist with the development of the curriculum and align the education provider with the vision and national curriculum needs. They will also finalise the timetable, help with teacher recruitment and develop the pastoral and well-being organisation of the school in line with the school vision. They will have an internal operational school role. The Head will direct this effort but in essence have external school role.

As the school develops it is envisaged that the school will have a Senior Management Team SMT – that that consists of:

- Head
- Nursery and Key stage 1 and Key stage 2 Head. One of whom will take control and manage the entire Pastoral and wellbeing side of the school.
- SENCo and Finance/Business Manager

The education provider may nominate one of the key stage heads or another person subject to recruitment and selection?

A total of 5/6 people will act as SMT for the school.

### **Avoiding Conflict**

The Directors understand that from time to time ideas can clash. It is the wish of the Directors that healthy discussion and debate occur but wish to avoid conflict.

The Directors will meet with the Head formally once a month at a scheduled meeting where minutes will be kept to discuss progress and the school overall.

The Chair of Governors will meet the Head once a week at a regular Friday afternoon meeting to discuss progress and offer advice on issues.

The Head will meet with the Education provider nominee every 2 weeks to discuss progress and offer solutions to issues which will be discussed by the Directors or/and the Governors at scheduled meetings.

The Head will always produce documentation concerning the financial situation income/expenditure of the school in the form of management accounts and the latest whole cohort diagnostics assessment data for review.

### **Leadership and Staffing**

The Directors have already appointed [REDACTED] to become an associate director. She will support the school in selecting and recruiting the highest calibre staff in all positions. All necessary checks and sage guards will be implemented to cover every person employed and visiting the school or acting as contractors to the school.

*A safeguarding policy and documentation covering every aspect will be produced once the application is approved. It will be subject to Director and Governor approval.*

The Bristol Primary Schools expects to recruit and retain the highest quality staff. The school will commit the resources required to secure high quality staff. It will provide induction training, INST and CPD to all staff. This will be written into the school development plan and be monitored.

Performance Management will take place in the first six weeks of the autumn term. It will indicate the level and type of training required linked back to the overall school development plan.

### **Recruitment of Staff**

All staff will be recruited in line with the staffing plan as outlined in section G. All staff will hold the correct qualifications for the post. All posts will be advertised locally/nationally in accordance with equal opportunities laws. All staff will be selected and recruited using correct procedures as overseen by HRM. The Head and/or Governors will be responsible for all final interviews of all staff employed at the school in any capacity.

They will consult and cooperate with the education provider to select staff. Each member of staff will be allocated a line manager and undergo a period of induction into the school.

It will become a key performance indicator for the school to ensure we have the correct quality and type of teacher and support staff. The education provider will be committed to training staff on an on-going basis. They will be asked to train all new staff in systems and procedures as well as introduce them to curriculum innovations and diagnostic assessment of pupils. A policy of school recruitment will be overseen by HRM.

### **Recruitment and selection procedure.**

Related to the education and Finance plan staff will be recruited.

- Approval to Recruit gained from Directors/Governors.

Job Description and specification produced and approved.

- Recruitment using local and national newspapers such as Bristol Evening Post and TES. We will also use local recruitment agencies.
- Selection based on a criteria and a score.
- Call to interview
- Selection and shortlisting Job interview to include where possible class observation is essential. Testing of English and Maths using past SATS papers at key stage 2. Partnership required with a local school as pupils will not exist in batch one recruitment.
- Panel of governors and Head to interview every shortlisted candidate for every post teaching or non-teaching. Staff must understand the vision and commit to it.
- Job offer and contract
- Induction period covering as aspects of duties.

It is expected the education provider will be involved with recruitment and selection process.

The Head will interview every member of staff for all appointments. Governor involvement will be needed for key posts and middle management roles. This policy will ensure a balance between staff of age and experience, all will be outstanding staff. It is expected that staff turnover will be from staff promotions in other schools.

Staff selection for non-teaching staff will be overseen by the Finance/Business Manager.

This will ensure a turnover of staff which is both healthy and effective in terms of school development. All teaching staff will be observed teaching classes. All staff will undertake a short assessment of their Maths and English ability.

The outline below provides a brief overview of the main staffing structure which will be the frame to increase staff numbers as pupil number grow each year. This is replicated in the financial template. Key stage 1 staff will be based on a traditional model where staff maintain an all-day relationship with pupils teaching the whole school curriculum. A member of Key stage 1 will sit

on SMT. At Key Stage 2 the curriculum will be staffed by subject specialist teachers in all subjects. They will be on a timetable and move around the school. From time to time they will support the teaching and learning at Key stage 1. Some specialist teachers will be based in specific rooms, Science, Art and IT.

School leadership will be distributed throughout the school. Leadership is a quality that the governors expect to see flourish. Distributed leadership will enable staff and pupils to take ownership of the school, vision and ethos. From the outset the leaders will be expected to find ways to manifest the vision into the classroom and into the pupils and parents. Leaders will be expected to take ownership through the school development plan. Together with staff they will be expected to review it and move forwards every year. The plan will be revised formally three times a year.

The driving force will be that everyone is a leader, that everyone should take responsibility and accept accountability for their own progress and area of work. This ethos should touch the pupils.

At the school, in key stage 2, subject leaders/departmental heads will be appointed in the core subjects:

- English
- Maths
- Science
- IT

They will drive the school in these areas and be responsible for the performance of both staff and pupils. They will meet as a team once a term and share experiences as often as possible. They will also teach at Key stage 1 alongside class room based teaching staff.

### **The Head- Principal Designate**

They will establish the direction of the school and develop the vision and ethos. They will create a culture of high expectations, aspirations and attainment in both pupils and staff. He will drive standards up wards. The main areas of responsibility will be:

Vision, Ethos strategic planning  
Budget control  
School Development Planning and Review  
Liaison with education Provider  
School Self Review  
Line management of SMT  
Links with strategic partners and Governors  
Staffing issues

**Key stage Heads** - will be from members of SMT acting as heads of a key stage.

One of the Key stage heads will act as Deputy to the Head and deputise for him when he is out of school. These people will be recruited to these posts.

They will line manage-

Nursery and Key stage 1. Key stage 2 and Pastoral Care

Both will:

Deputise for the Head- shared with other Key stage Head

Embed the values, ethos, and culture of the school

Develop the curriculum

Oversee CLT's

Teaching and Learning Reviews

Improve standards across the academic range

Quality assurance with the education provider

### **Heads of Subject**

Embed the values, ethos and culture of the school

Day to day management of the staff and pupils

Improve the quality of teaching and learning in their area

Coach and mentor staff

Report on pupil cohort outcomes

### **The Finance/Business Manager- accounts and business manager**

This is a non-teaching post which will require experience and knowledge to lead on all areas of cost and budget control, the implementation of management accountancy systems and procedures. The ability to oversee outsourced contracts such as catering, cleaning and maintenance is important. The education provider will report directly to the Head. They will need a level of understanding of contractual issues and procurement as well as the reporting as a Charity and running public finances. The Finance/Business Manager will report directly to the Head but also to the Finance Governor who will be the reporting officer. It is expected they take an active part in the life of the school.

*Full job descriptions and specifications will be developed once this application is approved.*

### **F6 The Board as Guardians**

The Board will act as guardians of the vision, ethos, ambitions and aspirations of- The Bristol Primary School providing long term support and helping to establish effective partnerships. They will also ultimately procure and appoint the education provider and the other outsourced services. They will maintain a watchful brief on these external outsourcing companies to maintain the agreed contract and services are provided at the highest level. The main areas will be cleaning, catering, pay roll, and maintenance. The Directors are particularly looking at an education provider with proven experience – see Annexe D1.

## **Governance**

The Chair of Governors will need to be someone who understands the complexities of the community the school will serve. They will need to be connected well locally, be politically active and astute and have the time to network and act upon the school's behalf. We expect to gain a great deal of media attention and would expect the Head and the Chair of Governors to be able to handle the press and other media agencies.

██████████ fits these criteria well. He is ██████████ and has been a committed supporter of the free school application in Bristol. The Directors have chosen ██████████ to Chair the Governing Body and oversee its growth and development. ██████████

The appointed governors will be of a high calibre and with a wide skill range and mix. A governor with the relevant financial background and awareness of public finances will act as Responsible Officer providing an overview of the school's financial situation on a regular basis. Data will be supplied by an employed accountant and business manager. They will create monthly management accounts for review and be responsible for collation of financial materials and data for full Governor Inspection and any audit. The school will appoint independent Auditors to compile a report once a year or as the need arises.

We propose to ensure a wide breadth of experience, knowledge and capability within our Governing body; whilst at the same time ensuring that the community, parents and staff are represented and reflect the School Governance [New Schools] England Regulations 2007. The Governing Body will be created based on the outcome of a successful application process and put in place in a staged way according to the timeline we have discussed.

It is expected that all board members and associate directors will provide expertise especially in the areas listed above. So far all have some financial awareness to greater or less degree. They certainly can interpret a set of management accounts. All of them hold a significant post or run a business which requires the need to understand finance and accounts.

They will also all be expected to act as a critical friend to the Head and staff. It is expected that they support and help build effective and sustainable business and community partnerships to develop links and opportunities for the pupils. It is expected that they will individually help seek out new governors in the future.

The Trust Directors will at all times be ultimately responsible for the financial and education standards and performance of the school. The directors will appoint solely the Head Teacher/Principal and the school Finance/Business Manager will be in consultation with the education provider.

The table below shows the Governing body being formed in a direct response to the school developing. Our governance plans are simple but reflect the 2007 regulations. The initial directors will become the first school Governors.



At present they include one parent – [REDACTED]. This will be expanded as the school develops and the process moves forwards. This is shown below.

### The Structure of Governance

School Development Stage	Type of Governor	Number of Appointments
Bid Preparation to Nov 2011-2012	Original 3 directors form Governing body Look for Additional Parent Member Set up Advisory Group – known as associate directors to give expertise and skill to bid/school	3
Application Success July 2012	Increase Governing body to 5. Add in another parent and Project manager - Continue to strengthen advisory group.  Begin to form 4 sub-groups to strengthen school and delegate key areas of responsibility and accountability. Feed governing body with information in order to impact strategic decision making. <ul style="list-style-type: none"> <li>• Finance</li> <li>• Building Development</li> <li>• Teaching and Learning</li> <li>• Staffing</li> </ul> Continue to seek out advisors to strengthen governing body.	2
January 2013	Governing Body increased with Education Management representative	1
September 2013	Governing body in place Two Councils formed and recruitment begins	Governing Body in Place for 2013/14

	for Parents Council Business Partnerships	
Future	Continue to seek out people who would be interested and useful to the school. Project Manager term would end in 2014. Seek a replacement Increase body with another parent and staff governor	2

All the parents would automatically be members of a Parents Network linked into school web based system and contacted by email/text. This network will be established to support and structure volunteering activities and enrichment. Parent Web will be established to allow parents to gain pupil information by logging into the school web site to gain access to their Childs records

The Governing body will report directly to the Trust Directors. It will finally consist of the following membership. This may take 2 years to achieve. The directors were always mindful and have taken the advice of NSN that the governing body should start small and grow over time. It was felt that a large pre-formed body would be less effective and much time may be wasted discussing activities rather than being active.

### **The school will eventually have:**

- 2 parent governors
- 2 community governors
- 1 staff governor representing teaching and support staff in addition to Head
- 3 Trust Governors
- 3 Partnership Governors

A total of 11 Governors

- **Parent Governors** - will be appointed by the Trust from parents whose children are registered pupils at the school. A person will be disqualified if they work at the school.
- **Staff Governor** - will be an individual employed at the school in a full time capacity. The Head is a staff member by virtue of their office.
- **Trust Governors** - are appointed by the Trust to represent the wider community of Bristol. One of these people must have financial experience and be the reporting officer.
- **Community Governors** - are appointed by the Trust and represent the local community. They may include business partners' people with a professional background or have strong links inside the community we wish to serve.

- **Partnership Governors-** will be appointed by the Trust that bring a different dimension, they could be from the local secondary schools, or other bodies. It is expected that the education provider will be invited to nominate a representative to reflect the significance of the relationship and strategic joint partnership.

The practise and policies of the governing body will be followed as laid out in the 'The School Governance [New Schools] Regulations 2007'.

### **Profiles of Existing Directors and the first wave of Governors to be appointed**

They have known each other for more than ten years in some cases and have worked on a wide range of education and community based projects.

- SS former assistant head in a Trust based school ranging in age from 4 to 16 years old. Held senior education posts for around 20 years had a business background.
- AB held a series of senior posts within the youth service and set up numerous education and community projects across Bristol and the West Country.
- KN- Community leader and figure, holds a post within the community- . Works in a local school.

They met and decided to open a free school because they all had worked or still work in the chosen area and felt the local parents and community needed a choice and to make a change from the existing school offers.

### **Recruitment of Governors**

As you will notice the school already has a number of people who are acting for the interest of the proposed school and will form the governing body and various steering groups. However, we will issue an application online to seek out interested individuals and offer to increase the number of parent governors if demand exists and the people are of a high enough quality to make an effective contribution to the school in the long term.

The directors from previous partnership activity are looped into organisations across business of every type. With some notice new governors can be found to serve for a term or for selected 'task and finish projects'. The steering groups will look at each individual request to become a governor at the school.

### **Avoiding Conflict**

The Directors want to encourage debate and lively discussion around school matters at meetings but we also wish to avoid conflict.

It is vital we avoid internal conflicts over school matters. It is recognised this may happen. To help avoid these we have decided to work in the following way should the need arise.

- Adopt the Audit Commissions Code of Practice
- Adopt DfE guidance
- Have clear lines of communication and reporting procedures
- Have clear procedures for effectively running meetings and recording discussions and data.
- Have clear roles and governor job descriptions
- Have regular training sessions annually for governors and senior staff
- Include a session of ethics and conflict resolution once a year
- Ensure that new governors are 'buddied' with exiting governors for a while.

*Further progress in these areas with documentation and policies will be produced if the application is successful*

### **Accountability**

The Governors will convene not less than 6 times a year with an agenda and minutes from previous meetings. A clerk to the Governors will be appointed on a part-time basis. There will be standing items for update and review. These will also be available in updated format inside the School Development Plan. The Head will report on key areas of the school and invite questions and debate around issues. Points for discussion will be invited 2 weeks before the meeting via the school clerk.

The Directors will meet within 48 hours after the full Governing body meeting to discuss outcomes and make any recommendations.

Subcommittee meetings in key areas delivering KPI's will be based around a task and finish concept as well as report to full Governors. Individual members of SMT will be attached to these sub committees to offer expertise and advice from an education viewpoint. The establishment of such committees will investigate and review key performance indicators KPI's as well as review progress against the School Development Plan on a regular basis. Such reviews will take place with the Chair of Governors, the Head and the subcommittee head. Findings will be written as report minutes and action taken. These meetings will not be ad hoc but be added to the school calendar.

The Trust will be able to table items for the agenda as will Governors. Minutes will be kept on all formal meetings.

The financial situation of the school via management accounts and the academic performance of the school via diagnostic assessment data will always be discussed as a standing item.

Conflicts of interest will be dealt with in the manner outlined. The procedure needed to commence such activity would need to be in writing to the Chair of

Governors in the first instance. The Trust Directors will be part of the Governing Body once the school is approved. Any of the Directors – subject to notification to the Chair of Governors – could intervene in a difficult situation or where there was an emerging conflict of interest. A record of any intervention by a Director will be kept in writing.

The pupils via Student /Pupil Voice will be represented for part of the time at the governors meeting to give an insight into pupil based PLo activity inside the school.

### **Education Provider**

Since last year the Directors have been investigating and discussing the role of an education provider in the school. They have decided that the vision of the school can best be achieved by working with a carefully selected education provider that has had experience gained from working with inner cities and has proven technology and diagnostic assessment available. Plus they can harness and motivate staff towards the objective of raising attainment.

Any provider must align their systems procedures and protocols the school and their resources and teaching methodology to the school and the national curriculum.

To this end the Directors have conducted desk research and entered into exploratory discussions. Subject to the application being successful the Directors will produce a tender document using the templates from the DfE expected for use by 1<sup>st</sup> July 2012.

We will issue our document to interested parties and seek to conclude a working arrangement by 1<sup>st</sup> September 2012.

The Directors expect to include the DfE project manager and our solicitors into the decision making process.

We understand public procurement to mean; ‘the purchase of any goods, works or services by a public bodies must ensure that the process is free and meets both the Government’s and the EU’s policies.’

Principally these mean that we must:

- Ensure contracts are awarded fairly;
- Ensure that there is no discrimination on the grounds of nationality;
- Ensure that everybody treated equally;
- Ensure that contracts are advertised and awarded in open & fair way.

The Government’s own regulations mean that this process must also be open to other signatories of the WTO.

If successful we would work with our legal advisers and the DfE to ensure that these procedures are followed to the letter.

We would first seek an educational provider and then would work with them to look for these contracts:

- HRM assistance;
- H&S assistance;
- Financial support;
- Legal services;
- Cleaning;
- Maintenance;
- Catering;
- Payroll;
- Educational Psychology support;
- Social Work support.

Where we are using existing people to help us with the bid, they have been informed that all contracts will be tendered.

### **Directors, Governors and the Educational Provider**

The operation of the school is in the hands of the Trust Directors who will be totally responsible for the school and its operation including Best Value for Money and ensuring KPIs are delivered to the DfE.

The Directors will set up a Governing Body and make three key appointments:

- Educational Provider
- Head Teacher
- Finance/Business Manager

In conjunction with these three and the Personnel Committee of the Governors they will appoint:

- Outsourced providers
- Teaching Staff
- Non-Teaching Staff

The Trust will be responsible for finding a Clerk to the Governors.

The Trust will delegate – subject to successful performance – the operational running of the school to the Governing Body, Educational Provider and Head. The Trust will expect to see the reporting cycles above implemented and maintained. Regular meetings will be held and any lack of performance controlled.

### **Outsourcing principles**

Each of the outsourced services will go through a tendering process using the tender bid documents supplied by the DfE. The schools firm of solicitors will oversee the process.

## Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

This section deals with the financial planning for 'The Bristol Primary School'.

This section deals with the financial planning for 'The Bristol Primary School'.

██████████.



## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

We have investigated in depth the nominated area of Bristol we seek to locate The Bristol Primary School which will be one of the postcodes BS2/BS5/BS6. We have been looking since December at possible sites. Once a week we obtain property updates from our nominated property expert as the property market is changing weekly.

### **SUMMARY:**

The postcode chosen areas are within the inner city catchment area but bounded by other areas we seek to attract pupils from. We have, on a weekly basis, met to discuss possible sites since mid-December.

Each week new sites become available in the area or within walking distance of the core point we have chosen. We have already established from parental consultation that they are not prepared to travel by bus to school and the Directors made a decision not to seek a building that required parents to use private cars. The site needed access but not parental car-parking.

Each site has been graded 1, 2 or 3. We are working closely with [REDACTED] our property and building development expert who has conducted desk top research into every available site in Bristol. He is in contact with over 143 estate agencies inside the city. We speak on the matter once a week.

We wish to fully support and cooperate with PfS and have been to meet with them to ask for guidance over the matter. We are fully aware of their role and will comply with the procedures.

1= Possible site

2= A site that would need substantial development and conversion.

3= Unsuitable

We have three sites in category 1 but one site in particular has many advantages – and was a school – [REDACTED]. The others could be adapted but require much greater work. The directors have been to the site and met the PfS agency to register our interests.

We have around four sites in category 2 but they require a great deal of construction and development work and may lack outside space or

facilities.

#### **DETAILS:**

We have taken the centre of our main catchment area to be [REDACTED]; see section E. From this we have investigated suitable sites for conversion and development into a suitable school site. Some of the sites have suitable building but lack outdoor space for play and sport. Some have little or no parking and some go beyond the funding formula agreements with PfS.

We feel that a school in either in the catchment area or at its edge should:

- appeal to parental demand
- appeal to parents in the wider community
- be accessible
- link with the wider community
- have access to playing fields

Our first preference for a site is to utilise surplus existing central or local government buildings to offer a cost-effective solution. We have registered our interest with Partnerships for Schools on one of the sites listed below. We are awaiting further instruction from them due in early 2012.

#### **PREFERRED SITE:**

The preferred site is an existing school which is either shut or due to shut. Its final closure notices and proposals for future use will be known to the public in March 2012. The site is a former school and is a well-known institution in the area and which parents would like to see as a primary school.

[REDACTED] is based at the [REDACTED], [REDACTED], Bristol, [REDACTED]

This was a former secondary school for 850 pupils aged 11-16. It is too big but has its building in separate blocks. We propose to use the building with resource rooms such as laboratories. It may need some conversion into a primary school. Its final fate will be known in March 2012.

It is our preferred site as being a former school it has class rooms and an assembly hall. It has kitchen and dining area and other rooms for staff use.

It is also within walking distance and at the edge of the proposed catchment area. Despite being too big for our sole use it could be developed into a nursery facility and attract a wider student base.

It will require minimum conversion. It will attract a more mixed community towards the school and is acceptable to existing parents as a school.

We have made contact with Partnerships for Schools – December 2011 –

and were made fully aware of the services they will provide to us if the application is accepted. We have registered our interest with them on the above site.

We have searched their recommended sites on a regular basis and add potential sites to our site list. We are looking for a school with around 2000sq metres of space and outdoor space for play and other amenities.

**SEARCHING FOR A SITE:**

One of our associate directors – [REDACTED] - runs a building surveying and development company. Apart from [REDACTED] he has located 7 potential sites that all require development and conversion to match the school vision. Obviously new sites become available on a weekly basis. Once the bid is approved we would expect to firm up our ideas on a site and allow the PfS to negotiate and work with us to prepare the site chosen for opening as a school.

We have been mindful of the catchment area, impact on other schools and the ability of parents to walk to school with children. Many very suitable sites exist but remain outside the catchment area without transport. We are not prepared to provide transport to school.

We recognise that the eventual site may not have full sports facilities. We intend to work in partnership with the City Academy Bristol as it has a Sports specialism and look at a timetable solution to a space problem? This also has the advantage of gaining access to qualified sports staff in the early years of school growth.

**SUFFICIENT EXPERTISE:**

[REDACTED] Bristol

His specialist skills have been put to use to find a suitable site other than those mentioned. In case they fall through or better sites exist. He has been given a brief to locate a site. He works for other independent schools in the Avon area and has a good understanding of the needs of a site for a school and the regulations surrounding building and planning application. It is our intention he works closely with the Partnership for Schools in the future if the application is approved.

We are also in contact with Bristol and Regional based commercial property estate agents on their mailing list. Plus we have spoken to their association to help and support us which they have agreed to do.

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

We understand the linkage between these agents, Partnerships for Schools and the owners of the site. We feel we have a good level of in-house project management available in order to develop the site for an opening in September 2013 and beyond until at least 2015.

**CAPITAL INVESTMENT:**

The directors have not sought any external capital investment into the school at this stage. Instead they have developed their ideas within formula funding that has been given to us by the NSN, DfE and PfS.

It is possible that in the future as the school develops both the Head and Chair of Governors will seek out capital investment in the school to enhance and support further opportunities for the pupils. Both have considerable experience in raising funding for a wide variety of projects including capital investment.

Once the education provider is appointed they will enter into discussions about further investment.

## ANNEXES

### Education Provider Section D

#### Annexe D1

The Directors at the outset considered in depth the preferred education model that would be sustainable in the long term, provide rapid educational progress and meet the perceived learning outcomes they wanted based upon the needs and wants of the local community. These four strands led the Directors to consider working with a leading education provider.

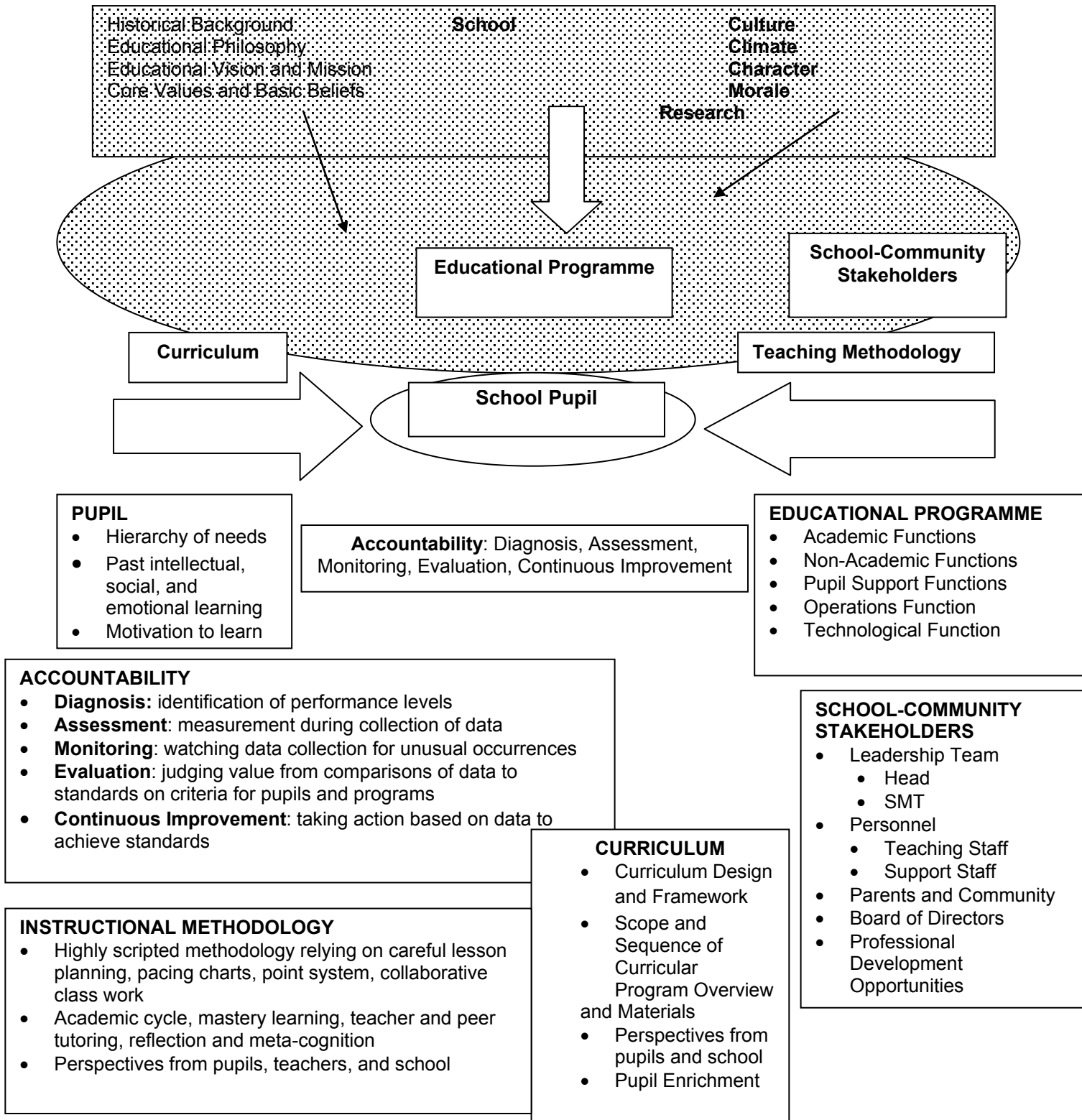
In order to help select the education providers we may consider for the school the Directors undertook some secondary research and discussed their ideas with local people from around the world who together had experience of education providers and systems from over 20 countries. It became obvious that we were looking for an education provider that met the following criteria:

- International experience of working with many different cultures but conducted all teaching in English.
- The provider must not be faith based
- Understand the requirements of the National Curriculum in the UK
- Understands and will comply at all times with the SEN Code of Practice.
- Provide teaching resources that support SEN pupils
- Supply teaching resources that support TAG pupils'
- Produce resources in many formats which are suitable for teaching the National Curriculum.
- Full understanding of the UK examination and awards system because it prepared pupils for such examinations and awards
- Provided education for children aged 4 to 18 years old around a model that featured strongly English, Maths and Science.
- Set high expectations and aspirations for its pupils and teachers
- Had professional staff, support systems and back up to support and maintain the Bristol based school 24/7
- Technology driven
- Bristol to be part of an international network of schools and not treated as an isolated small school in Bristol.
- Staff and pupils to become part of a global learning community
- Proven education resources and diagnostic assessment systems that had been used for more than 20 years. The diagnostics needed to inform the teaching and learning and not just be for registration and absence monitoring, grading and report writing.
- Had at least 40,000 pupils and students worldwide who were being helped to achieve their full potential.
- Had a proven track record of narrowing the gap within multi-ethnic inner city environments
- Had experience of running USA Charter Schools- these were schools the directors had researched extensively based upon the inner city Bristol school.

- Understood that pupils need a whole experience that included teaching them lifelong values and “soft” skills.
- Understood the need for a strong moral code and set the framework for high standards of behaviour.
- The Directors wanted to work with a provider that understands their vision but is flexible and has the breadth of knowledge and understanding to construct an education model that will best suit the pupils in Bristol. They did not want a model that was exported to Bristol and was made to fit but one that was proven and matched expectations of the directors, parents and pupils.
- Celebrated success as often as possible.

The bid has been developed with the above criteria in mind. These elements will also take shape in the tender document that the directors intend to issue to prospective applicants for the contract to provide educational services to the school.

## The School Pupil at the Core of the Bristol Free School



The Education model has been built upon a dialogue with all the stakeholders placing the pupil at the centre of the model. The school exists to serve the pupil.

## **ANNEXE 4 – CHILD LINK TEAMS**

The CLT process is explained below and includes samples of the forms, data collection tools, and information pieces that are intended to be used within the process. It is expected that the same process be used to support gifted and talented pupils. In addition, at transition information flows to a new school in an efficient and effective means.

It describes the multidisciplinary approach to collaboration throughout each CLT case. It also gives a step by step outline of the process and includes samples of possible intervention strategies used to intervene with pupils who are experiencing academic, behavioural, or health problems.

### **THE CHILD/CLASS TEAM (CLT) PROCESS**

The primary goal of the CLT is to arrive at appropriate solutions to pupils' problems in the school environment through a cooperative effort. The process is one in which information is shared and creative strategies/interventions are suggested, implemented, and tracked to address an academic, emotional, or medical concern in the regular education setting. Team members will include relevant staff that has information to contribute about the pupil. Team members would include general teachers, social workers, academic quality controllers, and special education teachers, among other professionals.

At Key Stage 1 the CLT would be made up of class teacher, senior staff and other staff.

At Key Stage 2 the CLT would be made up from curriculum teaching staff and senior staff

The SENCO would oversee this activity and seek information rather than have the responsibility for every child. It is seen as an impossible task to have all the children in all the highlighted categories being supported. Specialised advice can be targeted by the SENCO. All staff would have a responsibility to the pupils in their whole school pastoral care function.

CLT addresses problems or issues found through concerns brought up by parents, teachers, or staff members. They may also show up via any diagnostic assessment. Both positive as well as the more obvious negative concerns may be flagged. The concerned party may complete an initial CLT referral form describing in detail their concerns with a pupil. Parents may contact a member of the CLT with their concerns to be listed on a CLT form by that member.

The CLT chair will then schedule a time slot for the pupil to be discussed at a subsequent CLT meeting, and will distribute the data gathering forms to appropriate staff members (including teachers, SMT, social workers, parents, etc).

Prior to the child study team meeting, the classroom teacher or lead CLT will be responsible for completing a CLT Request Form that documents their



concerns about the pupil, what methods and materials have already been tried (including the duration and results of the trial), and a summary of the present level of academic functioning.

Prior to the meeting, the parent or primary caregiver will be requested to complete a CLT Parent Input Form documenting developmental history, medical status, and interventions used within the home setting, and the school social worker will complete a Counsellor Form including a record search and possibly a Classroom Observation Form.

During the initial CLT meeting, a review of the area of concern should be conducted and recorded in the child study team log book. Data to discuss may include: educational history (record of progress, test scores, attendance, and classroom behaviour), vision and hearing status, speech and language skills, medical history and physical status.

The classroom teacher, other professionals and/or para-professionals should also provide work samples or additional achievement information. Once all of the information is gathered, suggestions/interventions should be generated for the pupil based on the pupil's age and ability level in the regular education setting. When recommendations are made, each assigned member will be expected to follow up and keep documentation on the pupil's response to the intervention.

The same level of documentation and care will be taken with pupils who via diagnostic assessment will be judged to be gifted and talented across the curriculum spectrum on offer. It is important to note that the CLT's role is to be a support and resource to the teacher-not to replace or relieve the teacher of his/her responsibility for educating the child. It is expected that for the process to work everyone involved must do their part.

A follow up CLT meeting will be scheduled at the initial or other meetings that may follow. At the follow up meeting(s), the results of the attempted suggestions/interventions will be evaluated, and the team members will decide if further adaptations or modifications are necessary.

Confidentiality is a very important aspect of the CLT process. As part of the Child Study process you may have access to information pertaining to individual pupils, including medical documents, diagnostic testing, intervention plans and cumulative school records

### **CLT Process: Step by Step**

The following steps are to be used with a child for whom there is an educational, behavioural, or health concern:

#### STEP 1: PRIOR TO CLT REFERRAL

- 1) Begin documenting areas of concern, including attempts made to address the concern and the results of those attempts;
- 2) Complete the CLT pre-referral;
- 3) Provide additional data as requested;
- 4) Be an active participant by sharing interventions already attempted and the results of the interventions;
- 5) Be willing to accept new ideas or suggestions from the team.

#### STEP 3: POST-CLT MEETING

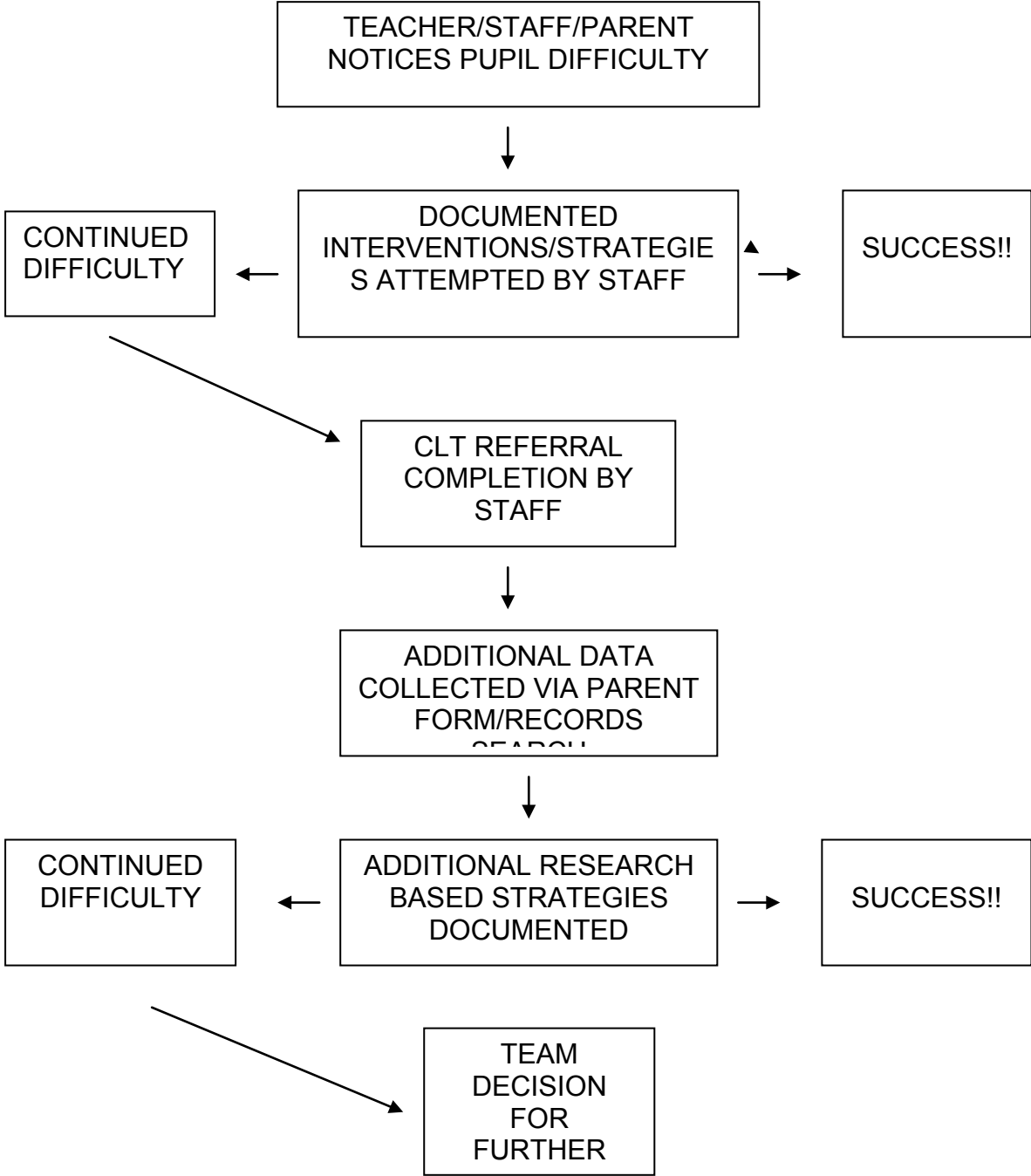
- 1) Implement the suggestions from the meeting;
- 2) Keep records of the time, duration, and response to interventions;
- 3) Provide feedback to child study team members;
- 4) If the pupil is not showing a positive response to the intervention, contact the child study team members to schedule a follow up child study team meeting.

#### STEP 4: FOLLOW-UP CLT MEETING

- 1) Discuss the notes and information from the first meeting; address the pupil's response to intervention(s);
- 2) If the pupil has responded to intervention - SUCCESS! - continue interventions as needed;
- 3) If the pupil has not responded positively to intervention - look for possible other interventions that could be implemented in order to achieve success;
- 4) Repeat Steps 3 and 4 as appropriate;
- 5) If the team feels the pupil has not had any success from the interventions - discuss possible referral for special education eligibility.

#### **STEP 5: SPECIAL EDUCATION referral to appropriate external agencies**

**CLT FLOWCHART**



- \*POSSIBLE FURTHER ACTIONS\***
1. Retention or acceleration in year
  2. Further general education interventions

## **Annexe 6. Pupil Behaviour and Raising Aspirations Methodology.**

### **Methodology and outline of key principles**

The ideas contained in this paper will allow the school to:

- Raise Aspirations
- Improve standards
- Maintain high levels of overall behaviour
- Sustain high levels of attendance

This paper is based upon published research but more importantly:

- Discussions with parents and pupils
- Discussions with other educational providers
- Action –research in Ontario/ Canada and Finland
- Education experience
- Senior management roles in 2 inner city schools, the City Academy Bristol and BLC.

Parents have told us that they want the school to have a strong position upon behaviour. They also want the school to open up career aspirations for their children.

Most schools that have been visited and observed have behaviour policies that focus upon appropriate patterns of response to poor behaviour and the current structures needed to support them.

This often does nothing to change the behaviour pattern of disruptive pupils and financially becomes very expensive to run. The policy quickly turns a school into a playground of pupils and staff outwitting each other at break, lunch times and in the class room. Lessons remain disrupted and staff cannot always control the corridors and social spaces. In very bad circumstances the class rooms also suffer.

The end result is always that learning becomes disrupted and pupils stop participating in school activities whilst results begin to plateau and eventually fall. The school becomes fractured along lines of acceptable behaviour and work performance. Children become segregated into acceptable performing groups and those that are not. The end result is always the same – results plateau and then decline. On this journey attendance also falters, persistent absenteeism by both pupils and staff increase and aspirations fall.

At **the Bristol Primary School** we wish to focus upon creating a different school atmosphere, raising expectations, sustain high levels of attendance by all.

We want to reduce incidents of inappropriate behaviour among pupils. The end objective is to achieve a school that is self-disciplined and has a high positive aspirational atmosphere where the values and school ethos is

transferred from one cohort to the next.

Such an atmosphere is unlikely to be achieved without a clear statement of values and principles communicated to both parents, pupils, staff and the wider community.

The school behaviour, attendance and school partnership/aspiration policies will be written to become the formal tools to support these values. Students will be encouraged to take a central role in the construction and review of these policies at school.

Management strategies will need to be effective at both formal and informal levels within the curriculum to help reinforce this overall notion. The Bristol Primary School will always be seen to reward positive behaviour as well as respond effectively to negative behaviour. It will form or deliver effective partnerships to foster high aspirations in both pupils and staff.

At The Bristol Primary School we will endeavour to deliver a curriculum which respects aspirations, abilities and cultures. Recognises and rewards positive achievement across a wide diversity of activity and is considered to be fair and equitable in its response to incidents of inappropriate behaviour. We want pupils to attend the school because very simply *'it's the best place to be with an atmosphere of excitement, challenge and energy but within a safe and secure environment'*

Such an atmosphere is unlikely to be achieved without a clear statement of the values and principles which underpin school policies. These in turn will only be effective if the values are represented in the curriculum and the informal curriculum.

The pattern of pupil behaviour will be affected by every management decision that is made in the school. In agreeing policies and strategies about behaviour, aspirations and attendance it will be necessary to understand the influences of parents, peers and staff are taken into consideration in the development of effective policies.

The following areas are all important to help achieve and sustain appropriate behaviour, raise aspirations and maintain high attendance:

- Code of Behaviour
- The curriculum offer, classroom management, pastoral care
- Leadership
- School climate- partnership with parents.

In formulating the overall school's code of behaviour the following considerations have/will be made:

- Develop procedures in consultation with the governors and the parent s council, which are clearly understood by parents, the students and all the school staff.
- Establish the widest possible agreements on standards of behaviour and how they will be achieved and maintained.

- Ensure the school rules are derived from these principles
- Take action based on clear rules which are backed by appropriate sanctions and systems to support and protect victims
- Ensure the rules are applied consistently across the school and by all members of staff
- Create a balance between sanctions and rewards.
- Use the rewards scheme to reinforce the school values and ethos
- Avoid punishment of whole groups or cohorts
- Avoid punishments that humiliate pupils
- Be very alert to signs of bullying and racial harassment
- Encourage pupils to report cases of bullying and harassment
- Develop clear procedures that are understood by all staff, parents and pupils in relation to pupil attendance and the checking of such attendance in the school day.
- Review the success of procedures on a regular basis, gathering and reacting to pupil attendance figures
- Maintain an effective partnership between the school and parents/community in order to maximise attendance at the school?
- Include a discussion of attendance at management meetings as standing items.
- Reward good behaviour and attendance.
- Celebrate as often as possible the individual, the class/team the school successes.

### **The Curriculum Offer**

The education model we adopt must take note of the fact and be created with the fact that children are unique and have different attitudes and abilities. They will be motivated to learn by different experiences. On the other hand they are going to live in the same highly complex community. *'In order to flourish in the locality they will all need a broadly similar range of skills, personal qualities, knowledge and understanding. The most important skills and body of knowledge and understanding at the school will be within literacy and numeracy'*.

The curriculum will be seen as a way to motivate the child to reach their highest potential but have a particular regard to the basic skills inherent in English and Maths in all year groups.

In developing and introducing the school's curriculum policy the following principles should apply:

- Provide stimulating programmes of study suitable for the full ability range
- The effective use of assessment data to help stimulate pupils and engage parents in the school
- The use of enrichment activities, and after hours learning to help motivate pupils

- The need to ensure that multi-cultural awareness and equal opportunities become identifiable themes used to promote attitudes which are respectful, tolerant and help improve behaviour.
- Teaching resources should be equitable across year groups and classes
- The effective inclusion of student led learning and social, business and environmental enterprise themes to help improve learning, raise aspirations and motivate pupils.
- The necessity to ensure SEN of pupils with emotional or behavioural difficulties are met and assessed on a regular basis.
- The importance of including the needs of pupils with disruptive behaviour in any plans for remedial action is met and reviewed on a regular basis.
- Incidents of both good and poor behaviour should be reviewed and discussed on a regular basis at management meetings.

### **Classroom management**

*“... well organised and delivered lessons help secure good standards of behaviour”*

- Teachers and class room support staff will be expected to give consideration to the following advice.
- Know pupils as individuals, their names, personalities, interests and who their friends are
- Plan and organise lessons and the classroom in order to maintain pupils interests and minimise opportunities for disruption.
- Provide assessment data on time and to the correct standard
- Work closely with the pastoral care staff to ensure consistency with pupils and provide good information to allow them to deal with parents.
- Be flexible in order to take advantage of unexpected events
- Be aware of and control their own behaviour in class and around the school
- Model standards of courtesy expected from pupils
- Be consecrate and respectful in their use of language and model expectations to pupils.
- Enforce both the classroom and school rules at all times, be consistent in their application.
- Emphasise the positive in both school work and behaviour
- Always seek to criticise the behaviour and not the pupil avoid group sanctions. Use private reprimands not public ones
- Guard against the misinterpretation of no-verbal threat signals and speech patterns that may antagonise pupils from different cultural backgrounds.
- Avoid insulating or discriminating behaviour.

### **Pastoral Care**

At The Bristol Primary School teaching staff will teach and other staff will have

a pastoral role. Teachers will not be expected to meet parents but they will be expected to provide high quality assessment data to allow pastoral staff to have in-depth discussions with parents. Pastoral staff will act as gate-keepers between to school/pupil/teacher. Teaching staff in reception classes and up to Year 2 will combine academic disciplinary and welfare functions and educate the whole pupil in traditional class room settings. In other classes from Year 3 to Year 6 the pupil will be registered by a class room adult and be taught on a timetable.

- Staff involved with all pupils will-
- Consider the strengths of the traditional integrated class room model from reception to Year 2.
- Identify clear aims for the use of tutorial time, which should include the reinforcement of the schools behaviour policy, enterprise activities and welfare.
- Use the time to sustain and reinforce the school ethos and core values.
- Use the time to raise the aspirations and attendance levels of the pupils
- Recognise the importance of obtaining the pupils views on the school and its management by organising “student voice, student council “activities.
- Ensure regular and effective communication between the school staff, support services and management of items that are becoming a problem. Act as an early warning system of areas of concern in the pupils’ welfare.
- Leadership and Management of the school
- The quality and skills of the leadership and management of the school are crucial to the school success in promoting good behaviour, raising aspirations and sustaining high attendance levels.
- 

The leadership of the Bristol Primary School will adopt the following:

- The notion that teachers are also managers and leaders
- The need to provide positive leadership with a consultative approach
- The emphasis on good quality human resource management at all levels
- That the organisation will be in a sequence of change but this is at all times positive
- The importance of effective and positive channels of communication within the school and between the school, the parent and community is the responsibility of all.
- Positive effective partnerships with agencies, the community, business and other schools will provide a wide range of opportunities for the pupils
- The need at all times to build up the sense of school community and to encourage all staff, pupils, governors and parents to play a part in building the ethos of the school
- Apply consistency throughout the school and when dealing with parents and the outside world.



- The need to ensure consistency in policy development and those teachers accept that they are the first line in maintaining good behaviour not senior management. They should be seen to both model good behaviour and act in a consistent way to poor or disruptive behaviour.
- The need to promote the development of management support and peer support within teams. To remember that not all staff will have the same experience of changing poor behaviour, raising aspirations or motivating pupils.

### **Movement and control around the school**

Careful and sensitive control of movement around the school and supervision at break and lunch times can make a real difference to how the school will perform on a daily basis.

- In order to help support the positive ethos of the school we will need to-
- Recognise the importance and sensitive timetabling as a management tool for pupils in Year 3 upwards.
- Consult staff on timetabling and school events
- Ensure that senior staff are highly visible at changeover times, breaks and lunch time.
- Ensure that all staff, when moving between lessons remains aware of their responsibility for the pupils behaviour
- That the school is litter and graffiti free at all times
- Pupils will line up before school and at the end of breaks before they come into school.
- Adequate work will be set on days where pupils cannot go outside.
- Provide adequate cover for pupils midday break.
- That staff sit with pupils at mid-day meals to serve food and engage with pupils. No lunch queue will be needed as staff will sit with pupils.
- Encourage the participation of staff in as many activities with pupils as possible. That staff involves themselves with others in effective and interesting enrichment activities that provide an opportunity for enterprise, leadership and self-fulfilment.

### **What will the school look like on a daily basis?**

In formulating activities, policies and consideration around what the ethos of the school will become. It is important to consider the following:

- Creating a positive climate in which staff and pupils feel valued and respected.
- Achieving a sense of community both within and with the wider community we serve.
- Encouraging active partnerships
- Encouraging a sense of ownership and belonging from the pupils, staff, parents and community
- Providing a safe and welcoming environment

- Exhibit care for property and possessions
- Demonstrating effective leadership at all levels
- Encouraging team work at all levels
- Communicating with pupils, parents and staff
- Developing sensitive equal opportunities
- Create a sensitive and reasonable procedures and policies.
- Allocation of responsibilities for the building and environment to specific people including pupils
- Display pupils work in order to create an attractive environment, to increase pupil self-esteem, foster a sense of ownership.
- Recognise the worth of both students and staff at every opportunity in whole school and class based celebrations.

### **Partnerships with Parents**

*“...parents have a vital role to play in promoting good behaviour and supporting the school in its values and ethos. There is much they can do on their own but together we could achieve so much more.”*

It's obvious that the school would not exist unless parents supported the notion. However, once established the school will continue to need the support of parents. The following should be considered.

Firstly the school would wish to set up a Parents Council to enlist in a structured way their views on whole school topics. Alongside this would be an organisation –Parents Network a body to structure the volunteering work that so many parents wish to give at various school events.

### **The school will:**

- Ensure that parents receive positive and constructive comments on their children's work and behaviour as a matter of course. This will best be served by using web-based online methods and by the employment of full-time support staff.
- Staff will be available after school hours to ensure they meet parents if needs be.
- Involve parents at an early stage when disciplinary problems arise;
- Recognise that a pupil's behaviour sometimes is different at home from school behaviour; develop an active partnership with parents as an aid to promoting good behaviour and the ethos of the school
- Provide a welcoming environment to parents
- Encourage active parental involvement in the classroom, work, school functions and any home-learning schemes adopted.
- Provide a range of opportunities for parents' to attend the school
- Make available to parents information in other languages that are not just English
- Create effective induction and transition arrangements for parents and pupils
- Communicate fully on all policies that affect the child

- Use re-entry agreements with parents for specifying and clarifying under what conditions a pupil can be re-admitted to the school following any exclusion and as a way of avoiding permanent exclusion.
- Give consideration to groups that wish to use the school facility after school hours as a means to facilitate good community relations.

Annexe F- CV's of Directors- Principal Designate

[REDACTED]

**Personal Details**

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[REDACTED] **Skills and Attributes**

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[REDACTED] **Education and Qualifications**

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[REDACTED] **Achievements**

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[REDACTED]

**Career to date.**

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[REDACTED]

**Career History**

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[REDACTED]

**Additional Information**

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[REDACTED]

**Interests and Activities**

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[REDACTED]

**References**

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[REDACTED]

[REDACTED]

---

## PERSONAL PROFILE

[REDACTED]

### Key Skills:

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

### IT skills:

[REDACTED]

### Intercultural Management:

- [REDACTED].

### Leadership skill:

[REDACTED]

### Entrepreneurship:

- [REDACTED]
- [REDACTED]

## EMPLOYMENT HISTORY

[REDACTED]

## EDUCATIONAL QUALIFICATIONS

[REDACTED]

## PERSONAL DETAILS

[REDACTED]



## RÉSUMÉ

### KEY DETAILS AND CONTACT POINTS



### EDUCATION

 TRAINING



### CURRENT POSITION



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