

# 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: [REDACTED].

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:

[REDACTED]  
Department for Education  
[REDACTED]  
London [REDACTED]

**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:

[REDACTED]  
Department for Education  
[REDACTED]  
London [REDACTED]

### **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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" 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: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application								
1.	Name: ██████████, nominated representative of New Islington Project							
2.	Address: ██████████ Manchester Grammar School  ██████████ Manchester ██████████							
3.	Email address: ██████████							
4.	Telephone number: ██████████							
About your group								
5.	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> State maintained school</td> </tr> <tr> <td><input checked="" type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input 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 checked="" type="checkbox"/> Other
Please state how you would describe your group:	<input 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 checked="" type="checkbox"/> Other							
6.	If Other, please provide more details:  Business-Educational Partnership							
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td> <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>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> <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>██████████ – ██████████ and partner in the New Islington Millennium regeneration project. ██████████ will manage the preparation of the site and commissioning and construction of school facilities including buildings. They will also play a key role in facilitating the integration of the School within its newly developing community.</p>							

New East Manchester - New East Manchester Ltd is the urban regeneration company overseeing the renaissance of East Manchester. It is wholly owned by Manchester City Council. New East Manchester in conjunction with the Homes and Communities Agency will make available the land for the School, in principle on a peppercorn basis. Its representatives will play a continuing role in the governance of the School.

Manchester City Council – The Local Authority with political jurisdiction over the New Islington area. The Council will provide support for the project at the highest level.

The Homes and Communities Agency – Inheriting agency and technical land owner of the proposed school site. Responsible for asset disposal; commissioning of housing stock; liaison with housing associations, developers and community groups.

Along with the Manchester Grammar School (MGS), the above organisations form the core group making the application and their representatives will comprise Members of the establishing company. At the time of submission, four MGS Members have been appointed. Additional Members will be appointed post submission and following the appropriate procedures. Nominations have been received from each of the partner organisations.

**Details of company limited by guarantee**

11.	Company name: New Islington Free School	
12.	Company address:  <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Manchester <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	
13.	Company registration number: 7937849	
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:	

**Company members**

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.**

16.	Please confirm the total number of company members: 4
17.	Please provide the name of each member below (add more rows if necessary):
	<b>1. Name:</b> [REDACTED] (MGS)
	<b>2. Name:</b> [REDACTED] (MGS)
	<b>3. Name:</b> [REDACTED] (MGS)
	<b>4. Name:</b> [REDACTED] (MGS)

## 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] ([REDACTED])

2. Name: [REDACTED] ([REDACTED])

3. Name: [REDACTED]

4. Name: [REDACTED]

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.

Yes  
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.



The Manchester Grammar School  
Charity Commission number: 529909  
Role: Principal partner; Education consultant

[REDACTED] Company number: [REDACTED]  
Role: Partner; Estates development

New East Manchester Ltd  
Company number: 03931250  
Role: Partner; Local Authority liaison



	The Homes and Communities Agency Role: Partner; community liaison	
22.	<p>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).</p> <p>The Manchester Grammar School is an organisation founded on Christian principles by [REDACTED], [REDACTED]. It welcomes pupils of any faith and of none, and gives appropriate recognition to those faiths. New Islington School will espouse similar principles but will not be designated a school of religious character.</p>	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	352/6029
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:	7 to 18 1522 on roll 1600 capacity
28.	<p>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:</p> <p>2008 (whole School) [REDACTED]</p> <p>2010 (Junior School) [REDACTED]</p>	
29.	<p>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:</p> <p>[REDACTED]</p>	

	 
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.**



### **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:** [REDACTED] / [REDACTED] (please delete as appropriate).

**Print name:**

**Date:**

**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:	New Islington Free School
2.	Proposed academic year of opening:	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:	2015/16 academic year
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:	N/A
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Manchester City Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex 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.

During the last twelve years, since the New Islington Millennium Regeneration project was begun, there has been considerable development both in the New Islington area itself and the surrounding areas of Ancoats and the Northern Quarter of Manchester City Centre. There has been a considerable increase in the number of residential properties of all sorts over that period leading to the establishment of new residential communities. Many of the people who moved into the city to live did not have children but now increasingly there are families living in the area who are choosing not to move out to the suburbs when they start families. Because in recent years there have been relatively few children living in the city centre and, indeed, in the New Islington/Ancoats area, there are few schools that serve the area without children undertaking significant journeys. Those schools there are adjacent to the proposed catchment area of New Islington Free School (NIFS - tip of white arrow on map, below) all have Faith designation: 2 x Roman Catholic (A & B); 2 x C of E (I & G). Only one of these schools (G) is located closer to the City Centre than NIFS.

A diagram consisting of a rectangular box containing the text 'NIFS'. A vertical line extends downwards from the bottom center of the box, ending in a white arrowhead pointing downwards. This diagram is positioned above a horizontal line that spans the width of the page.

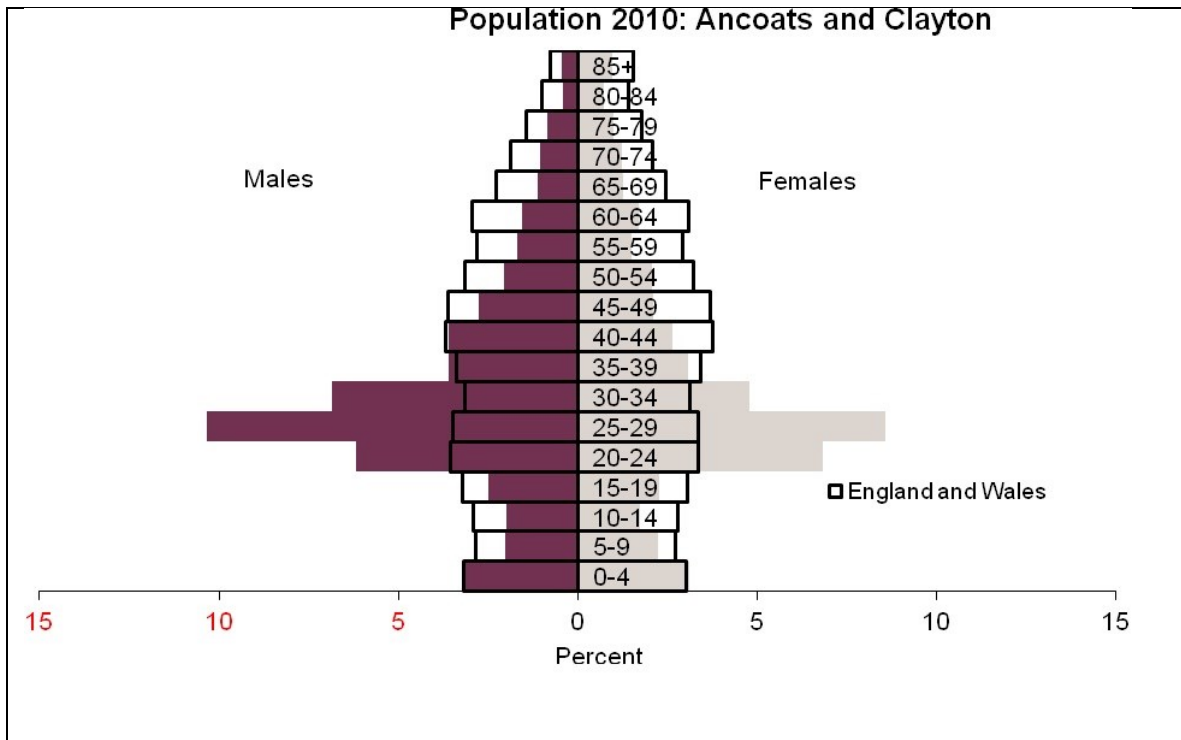
There is thus a swathe of the City to the North East of the centre that is poorly served by schools overall, and with no non-faith designated primary school at all. Thus both the location and the nature of NIFS is appropriate to the area; NIFS will be a non-faith designated school in the heart of the community it serves.

Population growth data provided by New East Manchester and residential building data from the Homes and Communities Agency (detailed in a later section of this document) show a rate of growth significantly greater than the National average leading to the recommendation that a new primary school will be required in the area from 2014/15 to satisfy projected demand for reception places. Thus the age range of NIFS is appropriate to the demographic driven demand for places.

Demand data captured via the NIFS website suggests that the principal demand will come from the post codes M1, M3 and M4 with a much smaller secondary demand from postcode M40 (though it is expected and hoped that demand from M40 will increase as publicity for the School raises awareness).

The New Islington Free school is in the Ward, Ancoats and Clayton (though its catchment will not coincide directly with the Clayton part of the Ward boundary). The Office of National Statistics data for the Ward show that, in comparison to the population of England and Wales as a whole, there are proportionately much more people aged 20 to 34 and under five years of age. There are fewer children aged 5 to 14 than the National average, however, possibly reflecting the propensity of couples to move out of the City when their children reach school age. The population growth for the Ward between 2001 and 2010 (the period of the New Islington Regeneration project) was 17.9%

The dominant ACORN type for the Ward is described by CACI as 'suburban privately renting professionals' within the subset of the 'educated urbanites' group and the 'urban prosperity' category. This suggests that probably most parents will be fully engaged with their children's education as well as being economically and culturally aware. Thus a school (NIFS) that espouses high academic aspirations within an international context is right for the dominant population.



A part of the NIFS catchment area encompasses an area of significant deprivation (see map, below – NIFS principal catchment outlined in orange). For children of less well educated parents who may receive little educational support at home, the structure of the International primary Curriculum proposed for NIFS makes learning accessible to all. NIFS will deliver a solid educational foundation within the context of high aspirations for all children. For the less advantaged, it will be a means of securing the ‘Five Outcomes’ of the Every Child Matters agenda.

Data from: Ancoats and Clayton Ward Profile (Version 2011/02) – Submitted as Annex 1

It can be seen from the Ward Map, below, that the school catchment will not be well represented by data averaged over the whole ward; most households in the Ward are not in the NIFS catchment and they are different in character to the majority of households that are. In fact, the larger part of the NIFS catchment has more in common with the adjacent ward; City Centre, with which the catchment overlaps. Thus in compiling this application, data are drawn from the ward profiles of both Ancoats and Clayton Ward and City Centre Ward.

City Centre Ward Profile (Version 2011/02a) – attached as Annex 2



The aspirations of New Islington Free School are:



- To provide an outstanding primary school education for children aged 4 to 11 in the New Islington Millennium Regeneration area.
- To provide for the needs of parents with young families in the New Islington Development and immediately surrounding area.
- To help to give young families the confidence to remain in Central East Manchester thereby creating a stable and resilient community.
- To build on the long-standing commitment of the Manchester Grammar School and Urban Splash (supported by the City Council and the Homes and Communities Agency) to the core communities of inner Manchester
- To provide for the needs of parents with young children who commute into Central Manchester and for whom it is difficult to drop off and pick up their children at schools local to where they live.

The Aims for New Islington Free School are to:

1. Demonstrate continuing commitment to the widest possible social access
2. Develop the academic standing of the School through the promotion of successful, enthusiastic and inspirational teaching and learning within the context of a balanced curriculum which fulfils or exceeds the expectations of the English National Curriculum.
3. Continue to improve existing and when required develop new accommodation, systems and facilities; and thereby provide a safe, well-maintained and effectively used environment for pupils and staff
4. Promote the School and its work vigorously to existing parents, prospective parents, alumni and the local community; build upon the links established; encourage co-operation and partnerships with local schools and others in the wider community, seeking further opportunities to provide public benefit; and enhance the reputation of the School within the region
5. Provide appropriate opportunities both for professional development and supportive performance management.
6. Ensure that Safeguarding best practice guides the management of the school.
7. Provide strong pastoral and related support, with clear moral and spiritual foundations based on broad Christian principles, for all ages.
8. Promote respect and tolerance for the individual and for individuality, develop independent thinking and learning for all pupils, encourage individual passions and enthusiasms both curricular and co-curricular, and endeavour to treat the pupils within the School as individuals.
9. Develop within the School community as a whole, qualities of leadership, creativity, appropriate risk-taking, and responsiveness to changes and challenges.
10. Encourage the widest possible participation in sports and co-curricular activities.
11. Provide appropriately for those who need additional support to fulfil their potential by virtue of physical or psychological disability or atypical learning style or process.
12. Ensure expert governance and financial management of the School

## Targets and Outcomes:

A robust regime of self assessment with a view to continuous improvement will be established in the School. An annual cycle of Analysis; Benchmarking; Target setting; Planning; Implementation and Review will allow the School to refine its practice to elicit the best performance from its pupils.

Once the School is established, prior performance of pupils and of cohorts will inform the setting of personal and whole school targets. PIPS data will be used to underpin the assessments made by teachers and more objectively inform target setting. PIPS has been chosen as a well-established, nationally validated assessment and tracking programme that has sound academic underpinning (CEM Durham).

Prior to admitting pupils, all targets are aspirational. However, New Islington Free School would aspire to have 90% of its pupils making 2 levels progress or more per Key Stage with 90% of its pupils achieving Level 4+ in English and Mathematics at the end of Key Stage 2. That is, New Islington Free School aspires to be in the top 10% of primary schools nationally.

At Key Stage 1, the School would aspire for 90% of its pupils to achieve Level 2B or greater.

All targets for pupils will be individual and aspirational. They will be both stretching and realistic. Pupils progress will be measured regularly via PIPS, Assessment for Learning (integral to the IPC programme) and routine teacher assessment. The School will assess how well different groups of pupils are doing; children in care, boys, girls, G&T, SEN, Black and minority ethnic or socio-economic groups. Where necessary, the curriculum will be tailored to rapidly address any issues identified.

Differentiated targets will be set for those pupils with SEN etc where P scales will be used. 'P scales' are performance descriptors, from P1 to P8, which outline early learning and attainment before National Curriculum level 1.

Performance indicators for P1 to P3 are common across all subjects and P4 to P8 deal specifically with ICT development.

They are meant to be used in special and mainstream schools with children with special needs who are still working towards level 1, enabling the teacher to measure and report progress, albeit in small steps, and also enabling *next step* planning to take place. This in turn enables access to the National Curriculum (i.e. it is not an alternative curriculum).

It is important to remember that P scales are not meant to be used with Foundation stage or early Key Stage 1 children for whom the Foundation Stage Curriculum is more appropriate. However, there may be cases from Year 2 onwards where teachers might feel it appropriate to refer to the P scales.

Because SEN requirements are so specific to individual pupils, aspirational targets in advance of the School opening would be meaningless so are not included here.

Whilst the responsibility for target setting and the monitoring and improvement of standards will be principally the responsibility of the Headteacher and Senior Leadership, the Board of Governors will actively oversee the process. The Headteacher will report the School's results and performance to the Board annually. The Board will assess how well the School is doing overall and discuss with the Headteacher and staff of the School strategies for improvement where necessary. The Board will ensure the School has effective systems in place for monitoring pupil progress and that it is using all available data to set challenging pupil targets. It will also ensure the School is applying appropriate differentiation in setting targets for disadvantaged pupils that are nevertheless challenging.

Seen in the context of the data for the Ancoats and Clayton Ward as a whole, these targets are VERY ambitious. Across the Ward as a whole, in 2010 just 69.8% of children achieved Level 4 or better in Key Stage 2 tests. However, the demographic of most of the catchment *by area* is better represented by that of the neighbouring ward; City Centre, where 100% of children achieved Level 4 or better. However, the total number of children in the cohort in the City Centre ward is small making meaningful interpretation of the data difficult. Performance targets for the School will inevitably have to be reviewed in the light of the actual nature of the intake when the School opens. The principle, however, will be always to set ambitious targets, but targets that are realistically within reach. Incremental improvement is preferred to an aspirational target that is unlikely to be achievable.

## 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.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
<b>Reception</b>		30	30	30	30			
<b>Year 1</b>		30	30	30	30			
<b>Year 2</b>		30	30	30	30			
<b>Year 3</b>		30	30	30	30			
<b>Year 4</b>			30	30	30			
<b>Year 5</b>				30	30			
<b>Year 6</b>					30			
<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	150	180	210			

The proposal is to admit initially into four year groups and then grow by an additional cohort per year. This reflects the initial demand data and a consideration of the educational implications of joining a new school. Initial demand data shows significant demand for places in Reception through to Year 4 (though we do not propose a Year 4 intake initially). Interest for places in Years 5 & 6 is much less. Additionally, changing school for just one or possibly two years is not educationally ideal. Furthermore, the proposed IPC curriculum works best if experienced over several years.

## 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 likely demographic of the catchment has been explored in Section C, above. The curriculum of the School has to serve the needs of what is likely to be a polarised pupil body; the children of young professional parents who understand education and what they want for their children, and the children from families living in significant deprivation where the parents may not be well educated themselves and may have little real understanding of the educational process. A key aspiration (and challenge) will be to engage all parents in their child's education in a positive and affirming way.

The School will certainly have pupils with SEN and those who are Gifted and Talented. There will also be a significant proportion, possibly around 30%, who have English as an additional language. The demographic data available suggest there will be relatively few pupils from black and ethnic minority backgrounds, but there will be boys (as opposed to girls) from white working class backgrounds who, national statistics suggest, tend to underperform in school.

The School aspires to serve the needs of all children who attend it, irrespective of their background. And for the most disadvantaged, it aspires to be an organ of economic and social mobility. To that end, a curriculum has been chosen that explicitly will take children educationally beyond the confines of North East Manchester. Manchester is an International city and it is appropriate that the children of Manchester develop an understanding of their relationship to the rest of the World. They need to understand that there are more similarities than differences between peoples and countries, cultures and faiths. For these reasons and others, the International Primary Curriculum (IPC) has been chosen as the basis of the New Islington Free School curriculum.

The IPC currently does not cover the National Curriculum requirements for Literacy and Numeracy. Thus, the NIFS curriculum will be informed directly by the English National Curriculum expectations and programmes of study for English and Mathematics but with an emphasis on early establishment of reading skills. Most but not all of the National Curriculum expectation for Science is included in the IPC. Where an element is missing, magnetism is an example, NIFS curriculum will address the omission by reference to the National Curriculum expectations and programmes of study, incorporating appropriate material into schemes of work within the IPC thematic framework.

The curriculum will be broad and balanced, fulfilling the expectations of the English National Curriculum and, wherever possible, extending beyond

National Curriculum requirements.

The following is the IPC Unit list:



### IPC Unit list

Early Years: 3-5 Year Olds

All about me
Animals
Bears
Changes
Clothes
Family and friends
Food
Goal!
Houses and homes
Let's get moving
Let's pretend
Patterns
Plants and flowers
Sand and water
Shopping
Transport
Treasure
Up and away

Milepost 1: 5 - 7 Year Olds

Buildings
Celebrations
Circus
Day and night
Dressing up
Flowers and insects
How are you?
I'm alive
It's a Goal!
My world
On your marks, get set...Olympics
Our world
Saving water
The places people go
The things people do
The stories people tell
The world of our senses
Time detectives
Toys
Transport
We are what we eat
Words in the air

Milepost 2: 7 - 9 Year Olds

Airports
Before people
Brainstorm
Chocolate
Clean water – dirty water
Countdown to Kick Off!
Different places, different lives
Do you live around here?
Explorers and adventurers
Fashion
Going for gold
Health and fitness
Inventions and machines
Living together
Money and trade
Paintings, pictures and photographs
Saving the world
Survival
The active planet
They made a difference
Time and place
Treasure
Young and old

Milepost 3: 9 - 12 Year Olds

Black gold
Brainstorm
Building a village
Feelings
Fit for life
Global swap-shop
Go with the flow
Growing up
Here and now, there and then
Ke nako, it's time!
Leading the world
Making new materials
Making the news
Making things happen
Making things go
Mission to Mars and beyond
Moving people
Myths, legends and beliefs
Our place in space
Swifter, higher stronger...together
The big picture
The environment
The holiday show
The investigators
The physical world
The thinking about drugs
The power of water
They see the world like this
Weather and climate
What does our world look like?
What price progress?

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 From Fieldwork Education, part of the WCL Group

Breadth will be achieved by choosing an appropriate combination of units in each year/stage for each year group/class. Tools are provided within the IPC programme both to record which units have been studied by which

children and longitudinal coverage and pupil achievement. In this way, tracking is embedded within the system at subject level.

**Foundation Subjects:** Foundation subjects and most of the science curriculum will be delivered via the International Primary Curriculum (IPC). IPC adopts a thematic approach (see above) to draw together the Foundation subjects in a cross-curricular programme. Subject delivery will be mapped onto National Curriculum requirements using the dedicated tools provided by IPC, thus ensuring appropriate coverage and recording of such. This structure will underpin the ambitious targets the School has set for itself and outlined in Section C, above. IPC lessons will be timetabled as such, thus the daily timetable will comprise largely IPC, Literacy and Numeracy periods in addition to Games/PE, assemblies etc.

Learning Goals are the foundation on which the IPC is built. The Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through school. There are subject goals, personal goals and international goals.

Subject goals cover Language Arts; mathematics; science (not all ENC requirements are covered); information technology; design technology; history; geography; music; physical education; art and society.

Personal goals refer to those individual qualities and dispositions children will find essential in the 21<sup>st</sup> Century. They include enquiry; resilience; morality; communication; thoughtfulness; cooperation; respect and adaptability.

International goals help young children to move towards an increasingly sophisticated national and international perspective. In this context, an international perspective is based upon:

- A knowledge and understanding of one's own national culture
- An awareness and understanding of the independence of and interdependence between peoples
- An awareness and understanding of the independence of and interdependence between countries
- An awareness and understanding of the essential similarities between the peoples and the countries of the world
- A developing ability to be at ease with others who are different from ourselves

Personal and International goals will be the framework within which spiritual and moral values will be developed. Themes are developed across course units placing into context an understanding and appreciation of faith and value systems. The essential elements of each of the World's major religions will be explored in ways appropriate to the age and stage of the children, alongside the humanist perspective. The School will not seek to inculcate any particular religious belief. The School will, however, fulfil its legal obligation to provide for a daily act of worship and that will be of broadly Christian nature.

Subject goals, in conjunction with the Assessment for Learning programme that is embedded within the IPC, will provide the mechanism for the cycle of assessment/reflection/action that will allow the School to achieve its targets for both pupil and school performance as outlined in Section C, above.

**Literacy and Numeracy:** Literacy and numeracy (and the science content not delivered within the IPC) will be delivered according to the provisions of the English National Curriculum. Wherever possible, these areas of study will be incorporated within the overall framework of the IPC programme.

**Specialist support in science, music and modern foreign languages:** The teaching programme will involve (a) the equivalent of a full-time seconded teacher from MGS to guide and support teachers in the school, (b) targeted teaching from individual MGS support teachers in specialist areas such as science, music and modern languages, as well as SEN and GTE, (c) one-to-one support for pupils provided by sixth form and other pupils from MGS via Community Action and Outreach programmes.

Appropriate provision will be made and additional support provided for those with special learning needs and special gifts and talents. One member of staff will be designated SENCo and that person will have access to the expertise of the MGS Learning Support departments as well as bought in services where necessary (MCC Traded Services Brochure included at Annex 3).

**The Co-Curriculum:** The co-curriculum is as important as the main curriculum in developing rounded individuals. It is fundamental to placing the *Five Outcomes* in context: Being Healthy; Staying Safe; Enjoying and Achieving; Making a Positive Contribution; Achieving Economic Wellbeing.

The key elements of the Co-curriculum will be Clubs and Societies; Sports and Adventurous Activities; Enrichment Activities.

Enrichment Activities will be compulsory and delivered one afternoon per week. They will include activities delivered by staff of NIFS and by staff and pupils from MGS via the MGS Outreach programme. The precise menu of activities will depend on the skills of the teachers appointed to NIFS and those attached to the MGS outreach programme, but they are expected to include Foreign Language and Culture studies; Computer/ICT related activities; Digital Photography; Art creation and appreciation; Performance including Drama, Dance and Music; Scientific investigation; basic Cookery.

Clubs and Societies will be optional but strongly encouraged. Once again, the menu will depend on the staff appointed to the School, but every teacher appointed will be expected to run a minimum of two clubs/societies and that expectation will be enshrined in their formal job description. Examples might include: chess; sewing; fantasy gaming; gardening; school newspaper; dance/exercise; photography; books and reading; creative writing; drama;



musical instrument tuition (some of which may be charged for if on a one-to-one basis and provided by peripatetic music teachers).

Sports (in the co-curriculum) and Adventurous Activities will be optional but encouraged. NIFS will have access to the expertise and facilities of MGS. As well as being able to take part in team sports (with joint teams where numbers are too small to field a NIFS only team) residential weekends will be organised at both the 'Owls' Nest' in Disley and 'the Old School House' at South Stainmore; both are properties owned and operated by MGS. Provision within the revenue funding model will support the costs of transport and accommodation for these activities.

Statutory assessment and reporting:

Due regard will be given to the statutory requirement for pupils at NIFS to sit end of Key Stage 1 Phonics Screening Checks and for the reporting of the results of those tests.

Due regard will be given to the statutory requirement for pupils at NIFS to undergo end of Key Stage 1 teacher assessment and for the reporting of the results of those assessments. P scales will be used for pupils with SEN.

Due regard will be given to the statutory requirement for pupils at NIFS to sit end of Key Stage 2 tests and for the reporting of the results of those tests.

EYFS: The IPC Early Years programme will be used for children aged up to six years old (reception; Year 1). The principles adopted by the programme are:

- The fundamental purpose of early years education is to help children develop the skills and attitudes they will need both at this level and throughout a lifetime of learning
- Children need an holistic educational experience that doesn't create artificial boundaries between different aspects of their development
- Play is an essential part of children's learning and development
- The activities undertaken by children aged 4 & 5 should help them work towards the subject, personal and international goals of the IPC

Due regard will be given to statutory requirements of the EYFS as set out in section 40 of the Childcare Act 2006. EYFS Profile data will be collected and reported as required. For Children with SEN an alternative assessment method will be used (but not P scales).

D2:

The School Year: The School year will comprise a total of 190 pupil school days. Teachers will be contracted to work 195 days per year. Parents of pupils registered for the School will be consulted about whether a traditional school year (three terms with extended summer vacation) or Standard

School Year (six equally separated shorter terms) model should be adopted. Child care during holiday periods will be made available as a 'charged for' service.

The School Day: There will be a minimum of 4.5 hours teacher/pupil contact time per school day in Early Years/KS1 and a minimum of 5.25 hours teacher/pupil contact time per school day in KS2. School will open Monday to Friday inclusive. The normal teaching day will be between 08:30 and 16:15. Some co-curricular activities will operate outside these hours. Child care before and after the normal teaching day will be made available as a 'charged for' service.

Timetable/time allocation: The following outlines the provisional structure of the school day and the allocation of time within the day.

Outline daily timetable:

	Time	EYFS/KS1	KS2	
Wrap-around care	07:30 – 08:30	Y	Y	
Registration	08:30 – 08:40	Y	Y	
Period 1	08:40 – 09:25	Y	Y	
Period 2	09:25 – 10:10	Y	Y	
Break	10:10 – 10:30	Y	Y	
Period 3	10:30 – 11:15	Y	Y	
Period 4	11:15 – 12:00	Y	Y	
Lunch/co-curriculum	12:00 – 13:30	Y	Y	
Registration	13:30 – 13:40	Y	Y	
Assembly	13:40 – 14:00	Y	Y	
Period 5	14:00 – 14:45	Y	Y	
Period 6	14:45 – 15:30	Y	Y	
Period 7	15:30 – 16:15	X	Y	
Co-Curriculum/Wrap-around care	16:15 – 1800	15:30 – 18:00	Y	
Total curriculum time		22.5	26.25	Hours in lessons per week

Subject allocations:

Subject	Periods per week KS1	Periods per week KS2	% KS1	% KS2	Hours KS1	Hours KS2
Literacy	8	8	26.7%	22.9%	6	6
Numeracy	8	8	26.7%	22.9%	6	6
IPC/Science	9	13	30.0%	37.1%	6.75	9.75
Extension Studies	2	3	6.6%	8.55%	1.5	2.25
PE/Games	3	3	10%	8.55%	2.25	2.25
	30	35	100%	100%	22.5	26.25

Note:

1. National recommendations with respect to Science time allowance incorporated partly within IPC allocation so science is not separated out from IPC
2. ICT will be embedded within the teaching of other subjects
3. Extension Studies represents the regular input into the curriculum from MGS and will include, for example, the specialist teaching of language skills.
4. Religious education is incorporated within IPC and assemblies.
5. Defined periods are notional to allow easy correlation with the timetables of schools providing teacher and pupil support. They are not intended to constrain pedagogical innovation.
6. Time allocations are between approximately 6% (KS1) and 10% (KS2) greater than DfE recommended teaching time and do not include co-curricular time, much of which will be teacher/pupil contact time. This is to facilitate the School achieving the ambitious targets it has set for itself.

This is neither exhaustive nor definitive; details are subject to management decisions on appointment.

Organisation of pupils: Pupils will be organised into classes according to age; one class per year group. For certain activities, Enrichment sessions or IPC project work for example, classes may be combined or mixed as appropriate (see note 5, above). There will be differentiation between Early Years (Reception); Key Stage 1 (Year1; Year2) and Key Stage 2 (pupils in Year 3 and above). That will include separate teaching and play spaces.

Pupils will be allocated to one of three Houses. Houses will allow an appropriate structure for competitive activity; for positive behaviour management; for positions of responsibility (pupil).

Pastoral structure: The nominal first point of contact for parents, pupils or staff with pastoral issues relating to children will be the Class Teacher.

However, the over-riding principle will be that it is better to talk to someone, irrespective of to whom, rather than to keep something 'bottled-up'. Thus all staff will be predisposed to help (and trained appropriately through CPD).

The Headteacher and Deputy Headteacher will actively encourage a culture of caring and security for all members of New Islington Free School. Similarly, Class teachers will actively encourage a culture of caring and security for all members of their Class.

All members of staff will be encouraged to get to know parents and to build good relationships with them.

Attendance will be monitored centrally by the school secretary/attendance officer. The Headteacher/Deputy Headteacher will monitor centrally the progress and well-being of any pupils for whom there is concern or whose attendance falls short of expectations.

D3:

In drafting and implimenting policy to ensure inclusion, the Governors of New Islington Free School will be informed and guided by the document: Removing Barriers to Achievement, The Government's Strategy for SEN (ref. DfES/0117/2004) or superceding documentation.

The likely demographic of the NIFS pupil body has been explored in Section C, above. The location of the School makes predictions of free school meals (FSM), for example, based on Ward Profile average data, invalid because the Ward is not homogenous and the School catchment covers a minority demographic within the Ward. The demographic of the catchment is, in fact, much better represented overall by the neighbouring Ward; City Centre. The proportion of primary school pupils receiving free school meals averaged across the Ancoats and Clayton Ward is 52.2%. For the City Centre Ward it is 0%. The average for Manchester as a whole is 37%. From this data it is difficult to make meaningful prdictions and there is no other school with the same catchment to compare with. However, a weighted average based on the the oversubscription criteria in the proposed Admissions Policy leads to an estimate of 27% and that figure has been assumed in the finance models for the School.

Similarly for pupils with English as an Additional Language (EAL). The Ward average for Ancoats and Clayton Ward is 27.4%. For the City Centre Ward it is 35.8% For Manchester overall, it is 35.8%. The data are less polarised than the FSM data and suggest that one can assume EAL rates between 30% and 35% with a significant degree of confidence.

The School will make provision to support pupils with EAL. Where appropriate the School will buy-in the services of Specialist Language Assistants from Manchester Children's Services (see Traded Services Brochure at Annex 3). However, it is hoped that one of the TAs appointed will have generalist EAL skills (as opposed to language specific skills).

Appropriate provision will be made and additional support provided for those with special learning needs, including via the appointment of a member of staff with SENCo responsibility. Provision will also be made for those with special gifts and talents. The teachers of the School will receive targeted support from individual MGS support teachers in specialist areas such as SEN and GTE. Pupils with statements will be catered for under the provisions of the statement subject to the funding provided under the statement. The admissions policy of the School will take appropriate account of pupils with special needs.

Where indicated by an individual need, technological support will be made available. Examples might include *Alphasmarts* for dyslexic pupils; magnifying lenses or personal computer displays for the visually impaired; *Soundfield* type provision for the hard of hearing.

The principle to be adopted will be to expect to do our best to accommodate children with specific needs. Where the necessary expertise is not available within the School or via MGS, provision will be bought in from Manchester Children's Services (See Traded Services Brochure at Annex 3)

All children will be screened for SEN on entry to the School.

The following is a DRAFT SEN and Inclusion policy for NIFS:

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*Special Education Needs and Inclusion Policy – DRAFT*

Statutory Instrument: The education (Special Education Needs) (information) (England) Regulations 1999 published as Annex A to the Special Education Needs: Code of Practice 2001 (Ref. DfES 0581 2001).

The principles upheld by the Code of Practice and kept clearly in mind at New Islington Free School are:

- a child with special education needs should have their needs met
- the special education needs of children will normally be met in mainstream schools such as New Islington Free School
- the views of the child should be sought and taken into account
- parents play a vital role in supporting their child's education
- children with special education needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum Key Stages.

Inclusion at New Islington Free School

New Islington Free School provides a broad and balanced curriculum that is designed to be inclusive for all pupils. This curriculum is based on the International Primary Curriculum and National Curriculum programmes of study and meets the specific needs of individual and groups of pupils through three principles:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs and styles
3. Overcoming the potential barriers to learning and assessment for individuals and groups of pupils.

These principles are intended to keep to a minimum the need for aspects of the School's Curriculum to be disapplied for a pupil. There is considerable scope for differentiation of the curriculum and ways of delivering it. It is only when interventions are required which are **additional to** or **different from** the differentiated curriculum provision for all pupils that help at **School Action** or **School Action Plus** is required. New Islington Free provides sufficient support and individualised arrangements to ensure all pupils with Special Education Needs (SEN) have equal access to the Co-curriculum in consultation with parents when necessary.

#### Identification, Assessment and Provision for pupils with Special Education Needs

Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making **adequate progress**. Adequate progress can be defined in a variety of ways. It might, for example be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- is likely to lead to usable levels of skills

All teachers will differentiate learning tasks to enable every child to make progress although it is acknowledged there is no expectation that all pupils will close the gap in attainment between themselves and their peers.

#### SEN Intervention

The SEN Code of Practice (2001) – DfES/581/2001 - describes a *graduated response* to identifying and meeting special education needs – that is, the usual differentiated curriculum, School Action or School Action Plus. The School will follow the guidance in the Code when determining whether and if so, what sort of interventions are required.

#### School Action

School Action is an intervention process carried out within school to enable curriculum access and improve individual pupil progress.

It can be triggered by:

- Making little or no progress despite targeted teaching
- Difficulty in developing literacy or numeracy skills which result in poor attainment in other curriculum areas
- Persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Sensory or physical problems where there is little or no progress despite the provision of specialist equipment
- Continuing communication and/or interaction difficulties resulting in little or no progress despite the provision of a differentiated curriculum.

To help inform the decision on the nature of additional help required through School Action evidence is collected from a variety of sources including:

- previous school records
- parents' views
- pupils' views
- class teacher records, pupil targets, regular teacher assessment
- end of year assessment
- SEN screening tests
- Specific SEN assessments (Standardised, Diagnostic, Criterion Referenced)
- External assessments: one-off assessments or occasional advice may be sought from Manchester Children's Services (Traded Services).

The School may monitor these strategies through an Individual Education Plan (IEP) or a Group Education Plan (GEP). These set out the 'what, how,' and 'how often' particular knowledge, understanding and skills should be taught through **different or additional** activities to those provided through a differentiated curriculum. They are working documents that detail achievable targets and are incorporated within the class planning. The class Teaching Assistant (TA) supervises some activities. Where a small group of children share the same needs the Group Education Plan identifies common strategies and targets. Both IEPs and GEPs are reviewed twice a year and updated to reflect progress and current provision. Parents are kept informed about progress and strategies being used.

### School Action Plus

The triggers for School Action Plus could be that, despite receiving an individualised programme and /or concentrated support under School Action, the child

- Continues to make little or no progress in specific areas over a long period
- Continues working at National curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class

group, despite having an individualised behaviour management programme

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has chronic communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Children on School Action Plus are taught for short periods each week by SEN teachers who use a variety of specific programmes. Class Teaching Assistants reinforce these programmes in class as appropriate. An Individual Education Plan is written to identify programmes in use, progress and successful strategies employed and to act as a means of communication between the professionals and parents involved in the intervention. The IEP is reviewed twice yearly. Parents are kept informed about progress and strategies. Multidisciplinary meetings are held each term. The SEN Team meet with the educational psychologist and other outside agencies when appropriate, to discuss the provision for children at School Action and School Action Plus.

#### Statutory assessment

The overwhelming majority of pupils' special education needs should be able to be met through School Action or School Action Plus. A *statement of special educational need* is a legal document that sets out a description of a pupil's special education needs and the provision that is required to meet them. Statutory Assessment is appropriate only for pupils with long term needs arising from a major difficulty or disability in one or more of the following four areas of need:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical

Written evidence is provided concerning:

- The school's action through School Action and School Action Plus
- Individual Education Plans for the pupil
- Records of regular reviews and their outcomes
- National Curriculum levels
- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by social services or education welfare service

#### Transferring schools

Every effort will be made to obtain reports from previous schools. When children transfer to their next school, New Islington Free School will send a



report concerning the progress and successful strategies used to ensure a smooth transition.

### Accessibility

It is the policy of New Islington Free School to endeavour to make all areas of the site and the curriculum accessible to all children irrespective of their special need. It must be recognised, however, that there will be practical limits to what can be done in this respect and where individual cases approach those limits, advice will be sought from Manchester Children's Services.

### Complaints

Parents should talk with their class teacher if they are worried about any aspect of the SEN provision. Class teachers may consult key-stage co-ordinators, support teachers and the SENCO if further information is required. If the issue is still not resolved parents may wish to discuss the matter with the Headteacher or named governor. A formal complaints procedure is outlined on the school website.

### The role and responsibility of the Governing Body

The roles and responsibility of the Governing Body are specified in the SEN Code of Practice 2001. The Governors review annually the SEN provision at New Islington Free School and evaluate its effectiveness. In addition a named governor, currently [insert name] has responsibility for SEN and its provision.

D4:

PIPS: The performance of pupils and the School will be monitored longitudinally using PIPS (Performance Indicators in Primary Schools) as developed by CEM (The Curriculum, Evaluation and Management centre at Durham University). PIPS provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential. Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase.

Used over a number of years PIPS data quickly builds into a portrait of the school, as well as the classes and children within it. To assist with managing the data CEM provide software in the form of IDEAS+ (Interactive Data Evaluation and Analysis Software). IDEAS+ integrates a number of tools that enable one to look for trends and patterns over time.

- Value-added grids to make sense of what different combinations of

prior and context value-added results mean for individual children, and set targets accordingly

- Longitudinal charts allow one to track the progress of a class or individuals over time
- Latitudinal charts to compare the results for a particular year group as different cohorts of children pass through it.

Assessment for Learning: Assessment for Learning has some key principles:

- Learning goals and standards must be spelled out clearly
- Children must know how to demonstrate what they have learned
- Children know how to improve their own learning
- Children should be engaged in the assessment and evaluation of their own learning
- Assessment and evaluation should be across the curriculum and not only in a narrow range of subjects

The Assessment for Learning programme is integrated within the IPC (and within the cost of the IPC).

Target setting: Appropriate targets will be set and monitored by the governors, senior management and teachers of the School as a part of the normal management of teaching and learning. These will be for internal purposes and will not be published. This is consistent with the revised regulations as published on the DfE website:

*...as announced in the Schools White Paper (24 November 2010), the Government believes that schools should have the freedom to set their own priorities and be in control of their own improvement. The centrally-driven statutory process of target setting will therefore end, with the 2012 targets being the last that schools are required to set. The regulations will be revoked in due course, followed by removal of the relevant legislation.*

School performance indicators will be reported in accordance with the requirements of legislation and the funding agreement with DfE.

However, the School aspires to be amongst the best performing in the Country. New Islington Free School would aspire to have 90% of its pupils making 2 levels progress or more per Key Stage with 90% of its pupils achieving Level 4+ in English and Mathematics at the end of Key Stage 2. That is, New Islington Free School aspires to be in the top 10% of primary schools nationally. (Clearly, differentiated targets will be set for those pupils with SEN etc)

At Key Stage 1, the School would aspire for 90% of its pupils to achieve Level 2B or greater.

All targets for pupils will be individual and aspirational. They will be both stretching and realistic. Pupils progress will be measured regularly via PIPS,

Assessment for Learning (integral to the IPC programme) and routine teacher assessment. The School will assess how well different groups of pupils are doing; children in care, boys, girls, G&T, SEN, Black and minority ethnic or socio-economic groups. Where necessary, the curriculum will be tailored to rapidly address any issues identified.

Whilst the responsibility for target setting and the monitoring and improvement of standards will be principally the responsibility of the Headteacher and Senior Leadership, the Board of Governors will actively oversee the process. The Headteacher will report the School's results and performance to the Board annually. The Board will assess how well the School is doing overall and discuss with the Headteacher and staff of the School strategies for improvement where necessary. The Board will ensure the School has effective systems in place for monitoring pupil progress and that it is using all available data to set challenging pupil targets. It will also ensure the School is applying appropriate differentiation in setting targets for disadvantaged pupils that are nevertheless challenging.

Performance management: The School will have a system of performance management for staff that will in significant part measure their performance in the context of the progress their pupils achieve. Where pupils fail to achieve the progress expected of them, teachers will be required to assess and report the ways in which individual pupils have not met their target and why that may be. They will be required to devise and implement ways of addressing the short-falls. This will be done at individual pupil level, preparing IEPs where appropriate, and detailed records will be kept. The process will be overseen by the Headteacher and Deputy Headteacher.

It is important to recognise that performance short-falls can just as easily relate to the Gifted and Talented who are not being adequately stretched as to the weaker learner who isn't keeping up.

All staff of NIFS will be subject to annual routine performance review. Where there is perceived to be possible failure to meet expected standards, performance review will be a continuous process until such time as the member of staff is deemed to be achieving the required standards. Performance review will cover all aspects of an employee's work, not just their pedagogic practice. Non-teaching staff will also be subject to annual review.

The Governors of NIFS will consider including an element of performance related pay in the contract of employment for teaching staff, probably in the form of a discretionary enhancement to the basic entitlement and thus a reward for outstanding performance rather than as a penalty.

Seen in the context of the data for the Ancoats and Clayton Ward as a whole, the targets being set are VERY ambitious. Across the Ward as a whole, in 2010 just 69.8% of children achieved Level 4 or better in Key Stage 2 tests. However, the demographic of most of the catchment *by area* is better represented by that of the neighbouring ward; City Centre, where

100% of children achieved Level 4 or better. The total number of children in the cohort in the City Centre ward is small though making meaningful interpretation of the data difficult. Performance targets for the School will inevitably have to be reviewed in the light of the actual nature of the intake when the School opens. The principle, however, will be always to set ambitious targets, but targets that are realistically within reach. Incremental improvement is preferred to an aspirational target that is unlikely to be achievable. This is particularly important at individual pupil level and is encapsulated in the concept of the *Zone of Proximal Development* – Lev Vygotsky: *the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers*. If a child is to make progress, s/he must be guided beyond their present level of understanding but not so far that the connection with prior learning is lost.

D5

New Islington Free School will seek to become part of the LA coordinated admissions process at the earliest opportunity.

Admissions Policy:

The following is an example **DRAFT** Admissions Policy for New Islington Free School:

### **NEW ISLINGTON FREE SCHOOL**

#### **Admissions Policy 2013-14 (Draft A: school admits pupils to four, one form year groups)**

##### **Introduction**

1. The New Islington Free School is a publicly funded, co-educational primary school.
2. Responsibility for admitting pupils rests with its Governors.
3. Applications for admission to the School will be processed in strict accordance with the arrangements set out in paragraphs 4-24 of this policy document.

##### **Admission to the School in September 2013**

4. The School will admit 120 pupils in September 2013. Applications will be considered for places in the following National Curriculum year groups: Reception, Year 1, Year 2 and Year 3. Up to a maximum of thirty places will be available in each year group.
5. Applications for admission should be made in writing to:  
[INSERT DETAILS]
6. The closing date for receipt of an application is 5.00 pm on [INSERT DAY] December 2012.
7. Applications received by the School after this deadline has expired will be only processed in the same way as applications submitted before

the deadline in exceptional circumstances and only then at the discretion of the Governors of the School. Further, late applications should be supported by written evidence, which in turn sets out the medical, personal, family or other circumstances in which the late application is being made.

#### **Personal Information to Support an Application**

8. Applicants will be required to produce evidence of the following:
  - Proof of residence (e.g. a Council Tax or utility bill)
  - An original or certified birth certificate
9. The Governors of the School also reserve the right to seek additional verification of place of residence and identity where they believe this is necessary to protect the integrity of the admissions process.
10. The supply of false information, or the failure to supply other information relevant to the application process, may result in an application being disqualified. In addition, and depending upon the circumstances, it may also result in the withdrawal of an offer of a place, even where the latter has been accepted or taken up.

#### **Offer of Places**

11. Decision letters informing applicants of the outcome of their applications will be posted to their place of residence by first class mail on [INSERT DAY] March 2013.
12. Those applicants who receive an offer of a place must inform the Governors of their response by the date specified in the offer letter.

#### **Appeals**

13. Those applicants who do not receive an offer of a place will be able to appeal the decision. The appeal will be heard by the Schools Adjudicator, constituted according to the relevant statutory provisions in force at the time.
14. The determination of the Schools Adjudicator will be binding on all parties.
15. Details of the appeal procedure will be set out in full in the decision letter.

#### **Reserve List**

16. Without prejudice to their right of appeal, unsuccessful applicants will be offered the opportunity to be placed on the Reserve List. The order of the reserve list will be determined in accordance with the order determined by the over-subscription criteria (see paragraph 20 below).
17. The reserve list will be maintained until [INSERT DATE]
18. In the first instance, vacancies arising between [INSERT DATES] will be offered to applicants on the Reserve List.

### **Waiting List**

19. On 1st September 2013 remaining applications on the Reserve List, together with applications received after [INSERT DAY] December 2012, will be placed on the Waiting List.
20. All applications on the Waiting List will be considered for any vacancies occurring during the Michaelmas Term 2013 in accordance with the admission criteria set out in paragraphs 21-2 below (**Other Admissions**).
21. The Waiting List will not be maintained after 31st December 2013.

### **Children with Statements of Special Education Needs**

22. The New Islington Free School will admit any statemented pupil whose statement names the New Islington Free School.

### **Over-Subscription Criteria**

23. Where there are more applicants than places, places will be offered in accordance with the following criteria in order of priority:
  - (1) Children in public care (*children looked after by a local authority under section 22 of the Children Act 1989*)
  - (2) Children who have particular medical and/or social needs as set out in writing by a qualified doctor or social worker.
  - (3) Children who will have siblings in the school at the time when they seek admission to the school. For these purposes, siblings are children who share a parent or legal guardian.
  - (4) After places have been filled under the first three criteria, and subject to demand the following will apply:
    - a. Forty per cent of remaining places will be offered to those children whose place of residence falls within Area A (see Appendix 1).
    - b. Thirty per cent of remaining places will be offered to children whose place of residence falls within Area B (see Appendix 1).
    - c. The final thirty per cent of remaining places will be offered to children with a parent who travels daily into the City of Manchester but whose place of residence falls outside Areas A and B.

Where the number of applicants in any of the categories set out in this sub-paragraph exceeds the number of places available, offers will be determined by random allocation.
  - (5) After places have been filled under the first four criteria, any remaining places will be offered to children living within a radius of three miles of the school, dwellings in Areas A and B excepted.

The radius will be calculated by a single straight line from the School gate to the front door of the prospective pupil's place of residence. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation.

- (6) After places have been filled under the first five criteria, any remaining places will be offered to children living beyond three miles of the school. The radius will be calculated by a single straight line from the School gate to the front door of the prospective pupil's place of residence. Where the number of applicants in this category exceeds the number of places, offers will be determined by random allocation.

#### **Other Admissions (*in-year or casual admissions*)**

24. Applications for vacancies that arise after 31<sup>st</sup> December 2013 will be considered at any time during the year. Information and application forms may be obtained from the school.
25. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the following criteria, in order of priority:
- (1) Children with statements of Special Education Needs in which the New Islington Free School is named on the statement.
  - (2) Children in public care (*children looked after by a local authority under section 22 of the Children Act 1989*). Children who will have siblings in the school at the time when they seek admission to the school.
  - (3) Children whose place of residence falls within Area A.
  - (4) Children whose place of residence falls within Area B.
  - (5) Children whose place of residence falls outside Areas A and B but who have a parent who travels daily into the City of Manchester.

#### **Pupils who have been Permanently Excluded from other Schools**

26. The Governors of the New Islington Free School and regardless of the admissions procedures and criteria set out elsewhere in this policy may refuse admission to applicants who have been permanently excluded from two or more other schools. The provision will apply for a period of two years since the date of the last permanent exclusion. Exclusions which took place before the child concerned reached compulsory school age will not count for this purpose.

27. The school will consult other relevant agencies and subsequently co-

ordinate its arrangements (including the rapid re-integration of such children) in accordance with agreed local arrangements, protocols, etc for securing schools for unplaced children.

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Even though the learning will be innovative in many ways, the teaching will be traditional in character backed by firm pastoral practice based upon mutual respect and tolerance.

Learning will be underpinned by sound pastoral policies and good practice so that pastoral problems are minimised and those that do occur are handled effectively to minimise impact on learning outcomes. Good pastoral management not only prevents issues deminishing academic progress, it also enhances academic progress in its own right.

Children's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a child and as an adult) and can determine how well they do at school. Good social, emotional and psychological health helps protect children against emotional and behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol ('Systematic review of the effectiveness of interventions to promote mental wellbeing in children in primary education' Adi et al. 2007)

New Islington Free School will provide an emotionally secure environment that prevents bullying and provides help and support for children (and their families) who may have problems.

The School will aspire to develop the emotional and social wellbeing of all children. It will do that through activities integrated throughout the curriculum, both as part of the IPC and in addition to it, and staff will be trained to deliver this aspect effectively.

The School will plan activities to help children develop social and emotional skills and wellbeing, and to help parents develop their parenting skills. This will be both within the curriculum and the co-curriculum and through themed parent meetings. The co-curriculum will include collaborative and group activities ranging from residential visits based at facilities made available by MGS, to clubs, societies and other activities on a local and more frequent basis.

The School will make sure teachers and other staff are trained to identify when children at school show signs of anxiety or social and emotional problems, and to know how to report their concerns. Teachers will be able to discuss the problems with parents and carers and develop a plan to deal with them (involving specialists where needed). Those at higher risk of these problems include looked after children, those in families where there is instability or conflict and those who have had a bereavement will be prioritised for attention and monitored proactively.



Personal, Social and Health education is embedded within the IPC curriculum. What follows are examples of other aspects of good pastoral management that will be implemented by the School...

Behaviour and Discipline: Only if there is good order in the School will the School be able to achieve the ambitious targets it has set for itself. The following is a DRAFT policy on Behaviour and Discipline:

#### DRAFT – Behaviour and Discipline Policy

##### 1. Aims and expectations

- 1.1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2. The School has a set of golden rules of behaviour which are aimed at promoting caring behaviour, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy.
- 1.3. The school expects every member of the school community to behave in a considerate way towards others.
- 1.4. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and wider community.
- 1.6. The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

##### 2. Rewards and Sanctions

- 2.1. We praise and reward children for good behaviour in a variety of ways as defined in the separate document; Policy on Rewards and Sanctions.
- 2.2. The school employs a number of sanctions to reinforce the rules of behaviour, and to ensure a safe and positive learning environment.

We employ each sanction appropriately to each individual situation. These are defined in the separate document; Policy on Rewards and Sanctions.

- 2.3. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or finish it during their own time.
- 2.4. If a child is disruptive in class, the teacher reprimands him/her, and expects that behaviour to stop. If a child continues to misbehave, we may isolate the child from the rest of the class until he/she calms down, and is in a position to work sensibly again with others. In some cases the teacher may wish to involve the Headteacher, Deputy Headteacher or Key Stage Leader.
- 2.5. The School has a *graduated response to challenging behaviour* format which comes into play if a child regularly displays challenging behaviour.
- 2.6. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- 2.7. If a child threatens, hurts or bullies another pupil, the class teacher will record the incident and the child will be punished. If a child repeatedly acts in a way that disrupts or upsets others, the School will contact the child's parents and seek an appointment in order to discuss the situation with a view to improving the behaviour of the child. (See Anti-Bullying Policy)
- 2.8. The class teacher discusses the school rules with each class. In addition to the school rules, which are reviewed by staff and the School Council, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 2.9. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
- 2.10. All members of staff are made aware of the document: *The use of force to control or restrain pupils – Guidance for Schools in England*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of

children.

### 3. The role of the class teacher

- 3.1. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2. The class teachers in our school have high expectations of their children's behaviour and they strive to ensure that all children work to the best of their ability.
- 3.3. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- 3.5. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 3.6. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### 4. Playground behaviour

- 4.1. There is a list of rules for how children should behave in the playground. This is displayed and the children are reminded of these rules each half term. Children are expected to respect and respond to break-time Supervisors in the same way as they do to a teacher or teaching assistant on duty and vice versa.
- 4.2. We have playground rewards and sanctions which are followed throughout the school and are also displayed clearly. Children are reminded of these each term. They clearly set out a system for rewarding or punishing behaviour.

### 5. The role of the Headteacher

- 5.1. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

5.2. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the Policy.

5.3. The Headteacher keeps records of all reported serious incidents of misbehaviour.

5.4. If the need arises, the Headteacher can give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are taken only after the school governors have been notified and in accordance with the Exclusions Policy.

## 6. The role of parents

6.1. The School works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

6.2. We explain the school rules in the school diary and on the school website, and we expect parents to read these and support them.

6.3. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and/or the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented.

## 7. The role of governors

7.1. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in implementing these guidelines.

7.2. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## 8. Fixed-term and permanent exclusions

8.1. Only the Headteacher (or the acting headteacher) has the power to

exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

- 8.2. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 8.3. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 8.4. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 8.5. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. Committee members hearing an appeal must have no prior connection with the pupil concerned or his/her parents.
- 8.6. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 8.7. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## 9. Monitoring

- 9.1. The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 9.2. The School keeps records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. Records are also kept of any incidents that occur at break or lunchtimes: break-time supervisors give written details of any incident in the incidents book.
- 9.3. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 9.4. It is the responsibility of the governing body to monitor the rate of

fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

## 10. Review

- 10.1. The governing body reviews this policy every two years. The Governors may, however, review the policy more frequently than this.

Rewards and Sanctions: The following is a **DRAFT** policy on Rewards and Sanctions intended to promote good behaviour:

### **POLICY AIMS**

1. This whole-school policy has been written to support the system of rewards and sanctions at the New Islington Free School with the aim of:
  - Motivating each pupil to realise his/her full potential;
  - Developing his/her self-esteem; and
  - Nurturing his/her good behaviour and awareness of the rights and responsibilities of citizenship.

### **THE SYSTEM OF REWARDS AND SANCTIONS AT NIFS**

2. The system of rewards and sanctions applies across the entire range of pupils. It seeks to create and reinforce positive relationships: between all members of the school community and between the latter and the wider community it serves. It also endeavours to promote respect for personal and communal property.
3. The system is designed to encourage staff to respond to all evidence of commitment, good work and positive behaviour (whether within the classroom or without) with praise and reward and, further, to share this with others.
4. To achieve this, the system of rewards and sanctions should be:
  - Properly integrated with the School's procedures for assessment and reporting;
  - Applied fairly so that (a) all pupils are motivated to seek praise and reward and (b) sanctions are both consistent and proportionate; and
  - Clearly understood and valued by staff, pupils and parents.
5. As a result, the system will be routinely monitored by the Deputy Headteacher.

### **REWARDS**

6. The New Islington Free School attaches great importance to the positive effect of rewards on the attitudes and conduct of all its pupils.

In particular, it believes that the commitment and achievements of each pupil should be valued and recognised.

7. High standards of work, significant improvement, high and sustained levels of effort and a willing and helpful attitude, whether within the classroom or without, will be rewarded. The range of awards is set out below:

- House Points, including the termly merit badge for the pupil with the most House Points;
- The 'Wise Old Owl' badge for the greatest effort to improve over the term;
- Positive oral and written feedback from members of staff, which will be shared with others;
- Letters home, including letters of congratulation;
- Commendations;
- Formal displays and exhibitions of pupils' work;
- Class Teacher Awards for effort;
- Good egg' awards;
- Headteacher Commendations;
- Achievement assemblies;
- School Prizes, including 'ad hoc' prizes awarded by the Headteacher.

The range and variety of rewards is designed to make the latter accessible to all pupils.

### **Commendations**

8. These can be awarded by a wide variety of staff members including: class teachers, other teachers, staff involved in co-curricular activities and teaching assistants, break-time supervisors. The recording system is such that parents and the Head Teacher will be made aware of each commendation received by the pupil.

### **Class Teacher Awards**

9. Each Class Teacher should nominate a member of his or her class for the effort they have put into their work and other activities and their overall contribution to the life of the class. These awards will be recognised at a Prize Giving ceremony.

### **'Good Egg' Awards**

10. The 'Good Egg' Award complements the Class Teacher Awards. It is a commendation for those pupils who have made a good impression on their Class Teacher with regards to matters such as: punctuality, attitude and helpfulness to others. It is accompanied by a letter home.

### **Prize Giving**

11. This event takes place towards the end of each academic year. The giving of prizes acknowledges academic achievement, attainment in Music or sport and overall commitment and enthusiasm.

### **The Headteacher**

12. Teachers are encouraged to routinely make the Headteacher aware of any and all noteworthy occasions where pupils have excelled so that they can be personally congratulated. The Headteacher also personally congratulates those pupils who have received excellent school reports.

### **SANCTIONS**

13. Achieving the three goals listed in paragraph 1 also necessitate that a system of sanctions complements the system of rewards.
14. Sanctions should be imposed for breaches of School discipline. They should be fair, reasonable and consistent with the School's Behaviour and Discipline Policy. They should never be humiliating, degrading and disproportionate, nor compromise the health and safety of the pupil or others.
15. All members of teaching staff are authorised by the Headteacher to impose sanctions from the list in paragraph 16. However, when imposing a sanction, each member of staff must ensure that it meets the criteria set out in both paragraphs 1 and 14: in particular that it is both appropriate and proportionate. To this end, staff must familiarise themselves with the guidance contained in the Staff Handbook and, where they have doubts, seek advice from the Headteacher or Deputy Headteacher.
16. The list of sanctions available to all members of teaching staff is set out below:
- Demerits and loss of House Points;
  - Loss of free time at break and over lunch;
  - Litter collection (with due regard to health and safety);
  - Daily monitoring of academic performance and general conduct;
  - Supervised work over lunch or after;
  - *[others to be added as appropriate]*
17. In addition, the Headteacher can impose temporary exclusions for more serious disciplinary offences.
18. The most serious breaches of School Rules will be dealt with by the Headteacher under the Exclusions Policy

### **Removal of free time at break and at lunchtime**

19. In all cases, responsibility for arranging supervision for the pupil rests



with the member of staff who imposed the sanction.

### **Daily monitoring of work and behaviour**

20. This sanction is usually imposed by the Class Teacher or the Deputy Headteacher. It is monitored by the Class Teacher. All members of staff are encouraged to inform the Class Teacher if work is not of an acceptable standard or if a pupil misbehaves in the classroom.

Bullying: The School will develop strategies both to prevent bullying happening and to deal with bullying appropriately if it does happen. The following is part of a **DRAFT** anti-bullying policy:

### **Policy Statement**

1. **Scope:** This policy applies to all pupils and staff at the New Islington Free School irrespective of their age and whether or not a pupil is in the care of the School when/if bullying behaviour occurs. It should be read alongside the School's policy on Behaviour and Discipline, and the School Rules.
2. **Publication:** This policy will be made available to all parents and pupils via the School's website and is also available on request from the School Bursar. It is also available to all members of staff via the staff intranet.
3. **Policy aims:** Through the operation of this policy we aim:
  - To ensure that the School's measures designed to prevent bullying have regard to DfE Guidance *Safe to Learn: Embedding Anti-Bullying Work in Schools*;
  - To maintain and drive a positive, supportive and caring culture among all pupils and staff throughout the School; and
  - To deter bullying behaviour, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions.
4. **Principles:** Bullying behaviour is always unacceptable and will not be tolerated at the School for three, key reasons:
  - It is harmful to the person who is bullied, those who engage in bullying behaviour and those who support them. It can, in some cases, lead to lasting psychological damage and even suicide;
  - It interferes with a pupil's right to enjoy his/her learning and

leisure time free from intimidation; and

- It is contrary to all our aims and values, our internal culture and the reputation of the School.

### **Bullying Behaviour**

**5. Meaning:** Bullying is behaviour which hurts or causes distress by taking unfair advantage of another person in some way, making the victim feel uncomfortable or threatened.

**6. Causes:** There are many possible causes of bullying. These include:

- Sexual - talking to or touching someone in a sexually inappropriate way;
- Sexist - related to a person's gender;
- Racist (or targeting someone because of his or her religion or culture);
- Homophobic - related to a person's sexual orientation;
- Bullying related to a person's home circumstances; and/or
- Bullying related to a person's disability, health or appearance.

Equally, however, the act of bullying may not be related to any obvious cause at all.

**7. Manifestations:** Similarly, bullying may manifest itself in a variety of different forms. These include:

- Physical – hitting, kicking or pushing people around; spitting; or taking, damaging or hiding their possessions;
- Verbal – including name calling, taunting, teasing, insulting behaviour or demanding from them money or other tangible items of value;
- Exclusionary behaviour – including intimidating, isolating or excluding a person from a group;
- General acts of unkindness – including spreading rumours or producing and distributing unkind and hurtful notes or embarrassing photographs; or
- Cyber bullying – including bullying perpetrated via the internet, mobile 'phones, texts, emails and social networking sites (such as *Facebook* and *Bebo*), etcetera.

- 8. Cyber bullying:** The School has an Acceptable Use Policy which deals with 'cyber bullying'. This can be defined as the deliberate use of information and communications technology (ICT), particularly mobile phones and the internet, to upset someone else.
- 9. Intention:** Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing' or 'a game' or 'for the good of' the other person. Whilst these forms of bullying are equally unacceptable, they may not be malicious and, as a result, can be often corrected quickly with advice and without disciplinary sanctions. However, it should be understood that a bully who does not respond appropriately to advice or sanctions will ultimately have to leave the School.
- 10. Responsibility:** It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. A pupil may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sexual orientation, religion, culture or disability, or because they are new in the School, appear to be uncertain or to lack friends. However, there may not be an obvious reason why the victim has been targeted.
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Safeguarding: The following is a DRAFT policy on Safeguarding:

The School will be a Child Protection agency under *Safeguarding* legislation and within the terms of the *Child Protection Procedures* for the Manchester LSCB.

- 1.1 New Islington Free School (**School**) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:
- ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Safeguarding Children and Safer Recruitment in Education*, ref. DFES-04217-2006;
  - ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance given in *Safeguarding Children and Safer Recruitment in Education*;
  - ensure that where the School ceases to use the services of any

person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the Independent Safeguarding Authority (ISA);

- ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff;
- follow the local inter-agency procedures of the Manchester Safeguarding Children Board;
- protect each pupil from any form of abuse, whether from an adult or another pupil;
- be alert to signs of abuse both in the School and from outside;
- deal appropriately with every suspicion or complaint of abuse;
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- support children who have been abused in accordance with their agreed child protection plan;
- be alert to the medical needs of children with medical conditions;
- operate robust and sensible health & safety procedures;
- take all practicable steps to ensure that School premises are as secure as circumstances permit;
- operate clear and supportive policies on drugs, alcohol and substance misuse;
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area; and have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations.

1.2 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in all proper circumstances will be referred to an external agency such as the social services department of the local authority (SSD), the child protection unit of the police (CPU) or the NSPCC. In each case, the matter should be referred to the Local Authority Designated Officer (LADO):

[REDACTED],  
[REDACTED],  
[REDACTED],  
Miles Platting,  
Manchester [REDACTED]  
[REDACTED]

## 2 The Designated Person

The School will train the Headteacher (Designated Person) and the Deputy Headteacher (deputy Designated Person) to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Person are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection;
- to co-ordinate the child protection procedures in the School;
- to maintain an ongoing training programme for all School employees;
- to monitor the keeping, confidentiality and storage of records in relation to child protection;
- to liaise with the child protection officer appointed by the SSD (Local Authority Designated Officer);
- to keep parents informed of action to be taken under these procedures in relation to their child;
- to monitor records of pupils in the School on the Child Protection Register (CPR) to ensure that this is maintained and updated as notification is received;
- to liaise with other professionals to ensure that children on the CPR are monitored;
- where appropriate, to take part in the child protection case conferences or reviews;
- to inform the SSD in writing when a child on the CPR moves to another school and to inform the new school of the child's status on the CPR.

---

### Attendance

The difficulty in obtaining valid reference data for the NIFS catchment area has been discussed elsewhere. Across the Ancoats and Clayton Ward the persistent absence rate for primary age children is 1.56% with an overall attendance rate of 95%. For the City Centre Ward, the persistent absence

rate is 0% but the attendance rate is just 93.5%. This suggests NIFS is likely to experience a persistent absence rate around 1% and an overall attendance rate around 95%.

The School will monitor attendance closely and the school secretary will have the monitoring of attendance and follow-up of absence as part of his/her job description, closely overseen by the Deputy Headteacher. The School will adopt a target of 0% for persistent absence and 100% for attendance. Whilst 100% attendance may not be achievable, having the target will ensure the School continues to work to achieve the highest attendance rate possible. The following is a DRAFT statement for parents:

#### Attendance – statement for parents

If your child is not attending school for any reason you must inform the School on the first day of absence. If you know your child needs to miss school for a doctor, hospital or dental appointment then please write a note or call the school office before the appointment date so that they can receive their attendance mark. If the absence is due to sickness or for any emergency medical appointment please telephone the school before 8.30 am if possible. If your child is not in school, and we do not hear from you before 9.30 am, we will phone you directly.

It is vital that this is done on the first day of absence so that we will know immediately if a child is not expected at school. Illness is counted as authorised absence.

The school prefers that children are not taken out of school during term time. If you need to apply for holiday leave please complete a form available from the school office to request authorisation of the absence. Absences may not total more than ten days in a school year and, where the school does not receive an application or where the reason given is not considered acceptable, or when ten days family holiday leave have already been granted, the absence will be recorded as *unauthorised*. Parents will be given a report at the end of the year showing all absence.

---

D7:

New Islington Free School will be situated within the New Islington Millennium regeneration area. It is hoped it will become a focal point for the local community. Its principal catchment will be the regeneration area itself comprising mixed housing: housing association owned *right to return* properties; modern apartments occupied largely by young professional singles and couples who work in the city centre; residential canal boats in the new residential canal basin; *self-build* properties of a variety of styles.

The secondary catchment comprises the area immediately surrounding the

New Islington regeneration scheme. Housing in this area includes: a large estate of council owned properties; an *urban village* comprising refurbished mills and Victorian streets with high property values and residents with high aspirations; the *Northern Quarter* of the city centre comprising modern high quality apartments and refurbished mills.

The tertiary catchment comprises families who do not live in the City but who commute into the city centre each day.

Thus, the pupil population is certain to be diverse and the likely demographic has been discussed in an earlier section of this document. The IPC is an ideal curriculum not only for accommodating that diversity, but for celebrating it.

The proposers of the School are already in discussion with local residents groups, consulting on the local community's aspirations for the School by, for example, attending residents association meetings (Ancoats Urban Village; Ancoats and Clayton); holding 'drop-in' information events; attending local nurseries and Sure Start centres to talk to parents. Consultation with the Community has been a unifying theme throughout the New Islington regeneration project. Similarly, the proposers are holding discussions with local councillors and taking part in debates on the community radio station.

██████████ has been invited to join the Board of Governors of the School.

It is our intention that New Islington Free School will be a resource for the community by providing a focus where groups can meet in the evenings and whose facilities will be available to local residents wherever feasible and where there is a demand.

New Islington Free School will have strong links with the Manchester Grammar School (MGS). MGS expertise will be available in NIFS and, as with the MGS Junior School in Rusholme, NIFS will seek to make access to that expertise available to other nearby schools who may wish to take advantage of it. This may be via participation in extension studies lessons (as in Rusholme) or access to support from MGS staff and pupils via the MGS Outreach and Community Action programmes.

D8:

New Islington Free School will not be designated as a school with religious character. However, The Manchester Grammar School is an institution founded on Christian principles by Hugh Oldham, Bishop of Exeter. It welcomes pupils of any faith and of none, and gives appropriate recognition to those faiths. New Islington Free School will espouse similar principles.

It is believed that Hugh Oldham, the founder of MGS, was born very close to the site proposed for New Islington Free School.

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## 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
<b>Reception</b>	30		25	83	30		17	57
<b>Year 1</b>	30		27	90	30	25		83
<b>Year 2</b>	30		23	77	30	27		90
<b>Year 3</b>	30		19	63	30	23		77
<b>Year 4</b>					30	19		63
<b>Year 5</b>								
<b>Year 6</b>								
<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		94	78	150	94	17	74

## 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.

Background:

The following is taken from the closing summary of the Manchester City Council's Children's Services Directorate: Primary Place Review November 2010 indicating the need for a new school (as one of the possible options) in the light of a growing school age population in the M40 postcode area; one of the target codes for New Islington Free School:

Demand for Places in 2010/ 2011

The Miles Platting and Newton Heath Ward [immediately adjacent to Ancoats and Clayton Ward] is in the M40 post code area. In the current school year (snap shot taken at the beginning of November 2010) there were only 14 CME living in the M40 post code area and 826 vacancies in schools ie:

Post Code Area	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Tot
M40 CME	1	2	1	2	3	4	1	14
M 40 Vacancies	42	50	98	155	167	160	154	826

Efforts are ongoing to match CME with existing vacancies. However, the above data indicates that no further places are required in any year group, in the 10/11 school year.

Demand for Reception Places in the Period 2011- 2015

The birth rate the number of children aged 0-5 living in the Ward has varied each year since 2007, as follows:

Ward	Birth Rate Variation		0-5 Residency	
	07 to 08	08 to 09	07-08	08-09
Miles Platting and Newton Heath	-8.0%	+2.8%	+7.0%	+2.7%

The projected demand for Reception places in the 2011-2015 period is as follows:

Reception Places 10/11		Projected Reception Pupils			
Available	Taken	11/12	12/13	13/14	14/15
260	240	254	267	262	282
Difference		+14	+13	-5	+20
Shortfall	+20	+6	-7	-2	-22

The figures above suggest that a further cohort of 30 Reception places will

be needed from 14/15.

### Proposals

To establish a new primary school (free school) in the Ward.

Projections for the future growth in population for the Ancoats and Clayton ward are tabulated, below:

Predicted change in age groups between 2010 and 2015				
Ancoats and Clayton	All persons		Change 2010-2015:	
	2010	2015	Number	% change
0-4	1,085	1,301	216	19.9%
5-9	728	986	258	35.4%
10-14	639	729	90	14.1%
15-19	818	803	-15	-1.8%
20-24	2,236	2,372	136	6.1%
25-29	3,250	3,768	518	15.9%
30-34	1,999	2,649	650	32.5%
35-39	1,142	1,341	199	17.4%
40-44	1,072	1,123	51	4.7%
45-49	838	951	113	13.5%
50-54	707	861	154	21.8%
55-59	552	669	117	21.2%
60-64	561	570	9	1.6%
65-69	410	515	105	25.5%
70-74	395	406	11	2.8%
75-79	319	357	38	12.0%
80-84	197	202	5	2.3%
85+	240	275	35	14.6%
<b>All Ages</b>	<b>17,188</b>	<b>19,879</b>	<b>2691</b>	<b>15.7%</b>

**Manchester** 498,779 519,000 20,221 4.1%

Source: estimates derived by Research and Intelligence from ONS Experimental Statistical Wards for 2010 and ONS 2008-based Sub National Population Projections (Crown copyright). Not official data. Whilst the estimates are produced at ward level, it is not implied that the estimates are accurate to this level of detail.

As with other data discussed previously, growth in population is unlikely to be uniformly distributed across the Ward. The bulk of the growth, however, is likely to be within the catchment of the School as residential properties already planned are built and occupied. Note the projected 35.4% population increase in the age range of the School representing a notional projected increase of some 258 children between 2010 and 2015.

The NIFS project was launched to the general public in late December 2011 and parents were invited to register their interest in the School via the newingtonschool.com website. A spreadsheet of registrations is submitted along with this application at Annex 4 and should be regarded as a snapshot only; the website remains open for parents to register interest and we continue to be active promoting the School to the community through open drop-in events; attendance at community meetings; leafleting; media events.

Numbers at the time of submission are as represented in the table in Part 1, above. The data show a strong demand for reception places post 2014.

On-line data collection was via the following form on the NIFS website:

HOME ABOUT THE SCHOOL REGISTER YOUR INTEREST THE LOCATION THE PARTNERS CURRICULUM FAQs

## New Islington Free School

**PLEASE NOTE:** In order to meet our target for submission to the DfE, we need to ensure that The New Islington Free School would be the school of first choice for parents, and that they have read and understood the information on the NIFS website, in particular that relating to the [curriculum](#).

### Register Your Interest in the New Islington Free School

If you are living in, or considering a move to, the New Islington area evidence of demand for places needs to be collected, before an application to open the School can be considered.

The Department for Education requires this to identify real children who may attend the School. If you are interested in a place for your child, please tick the relevant box and fill in your child's date of birth.

We also need to gather general interest in the school from the local community and other members of the public. Please feel free to answer only the questions you wish.

*Please note that we will share this information with the Department of Education as part of the application process.*

**Do you support the New Islington Free School?**

Yes  
 No

**What is your current Postcode?**

**If you are planning to start a family, would the existence of a school impact your decision to move to/remain in the area?**

Yes  
 No

**Do you currently have children?**

Yes  
 No

**First Child's Date of Birth**  
dd/mm/yyyy

**Second Child's Date of Birth (if applicable)**  
dd/mm/yyyy

**Third Child's Date of Birth (if applicable)**  
dd/mm/yyyy

**If you would like us to keep in touch with progress, please enter your name and email address below.**

**Name:**

**First** **Last**

**Email Address**

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A leaflet campaign was conducted using the following leaflet and data collection form:

# NEW ISLINGTON TON

## **Please register for New Islington Free School**

If you are living in, or considering a move to the New Islington area, or commute into Manchester each day to work, please take a look our website: [www.newislingtonschool.com](http://www.newislingtonschool.com)

We need evidence of demand for places before an application to open the School will be considered by the Department for Education.

**Deadline is 23 February PLEASE ACT NOW!**

[www.newislingtonschool.com/register](http://www.newislingtonschool.com/register)

### Please Register Your Interest in the New Islington Free School

If you are living in, or considering a move to, the New Islington area evidence of demand for places needs to be collected, before an application to open the School can be considered. There will also be places available for those who commute to Manchester for work purposes.

The Department for Education requires this to identify real children who may attend the School. If you are interested in a place for your child, please tick the relevant box and fill in your child's date of birth.

We also need to gather general interest in the school from the local community and other members of the public. **Please feel free to answer only the questions you wish.** Please note we will need to share this information with the Department of Education as part of the application process.

#### Do you support the New Islington Free School?

- Yes  
  No

#### What is your current Postcode?

#### If you are planning to start a family, would the existence of a school impact your decision to move to/remain in the area?

- Yes  
  No

#### Do you currently have children?

- Yes  
  No

#### First Child's Date of Birth (dd/mm/yyyy)

#### Second Child's Date of Birth (if applicable) (dd/mm/yyyy)

#### Third Child's Date of Birth (if applicable) (dd/mm/yyyy)

Please turn over to continue...



Demand data captured via the NIFS website suggests that the principal demand will come from the post codes M1, M3 and M4 with a much smaller secondary demand from postcode M40 (though it is expected and hoped that demand from M40 will increase as publicity for the School raises awareness

– please refer to postcode map in Section C).

Looking further into the future, one has to consider likely demand for the School in the light of the development plans for the area. The following is a summary provided by the Homes and Communities Agency representative (elect) on the Board of Governors of NIFS:

A free school within the New Islington area would be extremely beneficial to the New Islington neighbourhood and immediate communities. In terms of current and planned residential development that is underway with involvement of the partners, the following can be reported:

The New Islington project being brought forward by the Homes and Communities Agency (HCA), Manchester City Council (MCC) and Urban Splash (US), includes the construction of c1000 new homes, retail and commercial space, a waterpark and marina and a new health centre. To date, 182 units have been constructed, and there are currently 14 affordable family houses under construction which are due to complete in March 2012. US have recently received detailed planning permission to construct 44 family houses on part of the New Islington site, and envisage a start on site in 2012. Additionally, pre planning discussions are underway regarding the construction of 88 apartment units. There is an emphasis on the need for family housing within New Islington and further residential sites will come forward as and when the development sites are built out. Once fully developed out, the New Islington scheme will have an enhanced and considerable need for school provision within the neighbourhood.

Adjacent to New Islington is the Ancoats Urban Village (AUV), which is also being brought forward by HCA and MCC. The AUV project aims to reverse 50 years of decline in the physical fabric of the Conservation Area, historically a thriving industrial quarter on the edge of Manchester City Centre, to create a sustainable mixed use extension of the city with a resident population of 3,000 to 5,000 people and a viable economy providing around 3,000 jobs within the 20 hectare site. Ultimately the AUV will deliver 1,371 new residential units (with a significant emphasis on apartment living), with 668 completed to date and an additional 135 units likely to come on stream through the Bengal Mill site this year.

To the west of New Islington is the neighbourhood of Miles Platting, which is a priority regeneration area for MCC. A housing led PFI scheme has already delivered refurbishments to approximately 1500 homes in the neighbourhood and a development platform to accommodate an additional 1000 family homes has been completed through a land assembly and demolition programme. The new build programme started on site at the outset of 2011/12 with 53 family houses currently under construction by Lovells, with the benefit of HCA Kickstart funding. These units are a mix of affordable and open

market sale and will be complete in the summer of this year. Lovells will draw down land and develop out remaining new build units over an 8 - 10 year period.

The scale of the planned development would suggest not only that the one-form entry school proposed will be viable, but that it is likely to be oversubscribed shortly after opening. The capital development will be planned such that the School will be able to expand to accommodate a two form entry in due course.



## 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: Key human resources:

The following people are to be appointed directors of the Company proposing the school (those marked \* are Members):

Name	Background	Expertise
[REDACTED] *	[REDACTED]	[REDACTED]
( [REDACTED] ) *	[REDACTED]	[REDACTED]
[REDACTED] *	[REDACTED]	[REDACTED]
[REDACTED] *	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	

The Directors will constitute an executive committee that will progress the project post application. The Executive committee will draw its membership both from within the Board and more widely to include people with less experience but more time and a willingness and desire to commit to the project as part of their personal and professional development; people who will contribute in a narrowly targeted area; people whose expertise is needed on a fixed time or short term basis. Through the Board, the Project has

access to many hundreds of people with the necessary areas of expertise.

F2: Financial Management: Provision has been made in the revenue funding model to appoint a Bursar (Finance Officer) for the School. That is one of the most significant appointments to make. The Bursar must have an accounting background and understand the accounting principles that apply to charitable organisations. A background in education would be an advantage but not essential.

The Bursar will be responsible to the Governors for the day-to-day financial management of the School; the preparation of audited accounts; payroll management; management of school bank accounts; management of contracted out services (e.g. catering, summer school provision etc). The Bursar will be Clerk to the Governors and will report directly to the Board.

F3: Access to relevant experience: See F1, above, for Members and Directors of the Company. This list will be added to as the project develops. The Directors will establish an Executive Committee post application to progress the project (see F1, above).

For expertise normally found in and needed by schools once operating, the Group has the resources of two major, highly successful schools to draw upon: The Manchester Grammar School and Manchester High School for Girls, both of which operate successful Junior Schools. This covers curriculum; co curriculum; catering; estates management; financial management; educational management; ICT and computer services; human resources; marketing and publicity.

For expertise relating to site and premises preparation, the Group can draw on the expertise of Urban Splash. This covers project management; design and planning; site assessment and preparation; community liaison.

For expertise relating to the local authority and its services the group can draw upon the expertise of New East Manchester and Manchester City Council.

For expertise relating to community involvement and integration the group can draw upon the expertise of the Homes and Communities Agency.

F4: Full staffing details are included within the revenue funding model spreadsheets. The academic staffing structure comprises, at capacity: Headteacher; Deputy Headteacher; 7 (no) classroom teachers; 9 (no) teaching assistants. Thus the teacher/pupil ratio in the classroom at any given time will be 1:15 or better. This is appropriate to the curriculum and teaching & learning aspirations of the School.

Provision is made by way of responsibility allowances for curriculum and co-curriculum leadership (TLR awards); SEN (SENCo at SEN1); EAL (permanent allowance equivalent to SEN1 plus bought in specialist support)

The revenue funding model incorporates provision for diseconomies as the School is filling. The basic model is robust at 90% capacity without reducing staffing. The 90% model includes compensation for the anomaly in the spread sheet that suggests SUG funding would continue beyond the start-up period (see deduction to start-up grant line on the start-up grant sheet).

The non-teaching staff includes a Bursar; a role that incorporates the duties and responsibilities of chief financial officer as well as Clerk to the Governors.

F5: The Headteacher (designate) will be recruited and appointed by the senior management of the Manchester Grammar School acting through the instrument of New Islington Free School board of Governors. The following is a **draft** advertisement and job description:

**Possible wording for TES advertisement:**

*Head of New Islington Free School*

*A unique opportunity to play a leading role in the establishment of the New Islington Free School in association with one of the country's foremost independent day schools; an award-winning urban regeneration company; one of England's most forward-thinking Local Authorities; the Homes and Communities Agency. Potential applicants are invited to contact The Manchester Grammar School to discuss the project or to arrange a visit. Further information is available on the New Islington School web site at [www.newislingtonschool.com](http://www.newislingtonschool.com) or on the MGS website at [www.mgs.org](http://www.mgs.org)*

**Job description:**

**The appointment:**

- Applications should be received no later than [*insert date*] and interviews will take place during the week beginning [*insert date*]
- The appointment will be with effect from [*insert date*] (though it is hoped that the appointee will be able to and will want to have some involvement in the project prior to that)
- The School uses the nationally agreed teachers' salary scale and the appointment will be made at a level commensurate with the experience of the appointee and the size of the School
- The School subscribes to the Teachers' Pension Scheme

**The person:**

- Inspirational leader
- Graduate of a UK university and holding Qualified Teacher Status

- Significant experience in a leadership role in the junior sector (independent or maintained) and particularly with years 5 & 6
- Proven ability to communicate with and to inspire parents, children and colleagues
- Energy and vision, and the ability to carry through plans from idea to fruition
- Flexibility and adaptability
- Sound administrator
- Proven ability to plan strategically, and to develop and manage budgets
- Someone who relishes working with all young people, irrespective of their enthusiasms, passions and idiosyncrasies

**The Job:**

Prior to first admission

- To be the figurehead for New Islington Free School in all publicity, including (subject to availability) attendance at recruitment events such as open days
- To be closely involved in the planning of the New Islington Free School including building works, curriculum development and admission policy and procedure
- To be involved in the appointment of additional staff to the New Islington Free School
- To begin to develop a relationship with the pupils (and their parents) who have received an offer of a place in the first cohort
- Post Christmas, [*insert date*]; responsibility for the detail of ensuring that the New Islington Free School is ready to admit its first pupils in September, [*insert date*].

Subsequent to first admission

- Responsibility for the strategic development of the New Islington Free School
- Day-to-day leadership of the New Islington Free School
- Overall responsibility for the academic progress and pastoral care of all the pupils in the New Islington Free School
- Line management of:
  - Senior management
  - Bursar
  - Estates and catering managers
  - Academic staff
- Liaison with:
  - Governors

- Parents
- Partner schools
- External agencies as appropriate
- Promotion of the New Islington Free School in the wider community
- Recruitment and admission to the New Islington Free School (in cooperation with the Local Authority)

#### The New Islington Free School

- Age range: Reception to Year 6
- Target size: up to 210 (one form entry; 30 pupils maximum per class)
- Initial intake: September [*insert date*]; 1 x each of Reception, Year 1, Year 2, Year 3
- Location: To be confirmed but within the New Islington Millennium regeneration area, Manchester
- Curriculum: The School will deliver an enhanced English National Curriculum delivered via the International Primary Curriculum (IPC) scheme. The School will have an extensive co-curricular programme encompassing sports, drama, music and outdoor activities.
- Opening hours: 07:30 to 18:00 (including pre- and post-school care)
- Admissions policy: See separate document; non-selective, mixed intake defined by geographical area of pupil residence

The Post will be advertised in the Times Educational Supplement and the Education Guardian. The advertisement will also appear online as deemed appropriate. Safer recruitment procedures will be followed throughout.

Recruitment procedures adopted by New Islington Free School in appointing additional staff will be informed by procedures used to appoint staff to MGS.

#### F6: Roles and responsibilities:

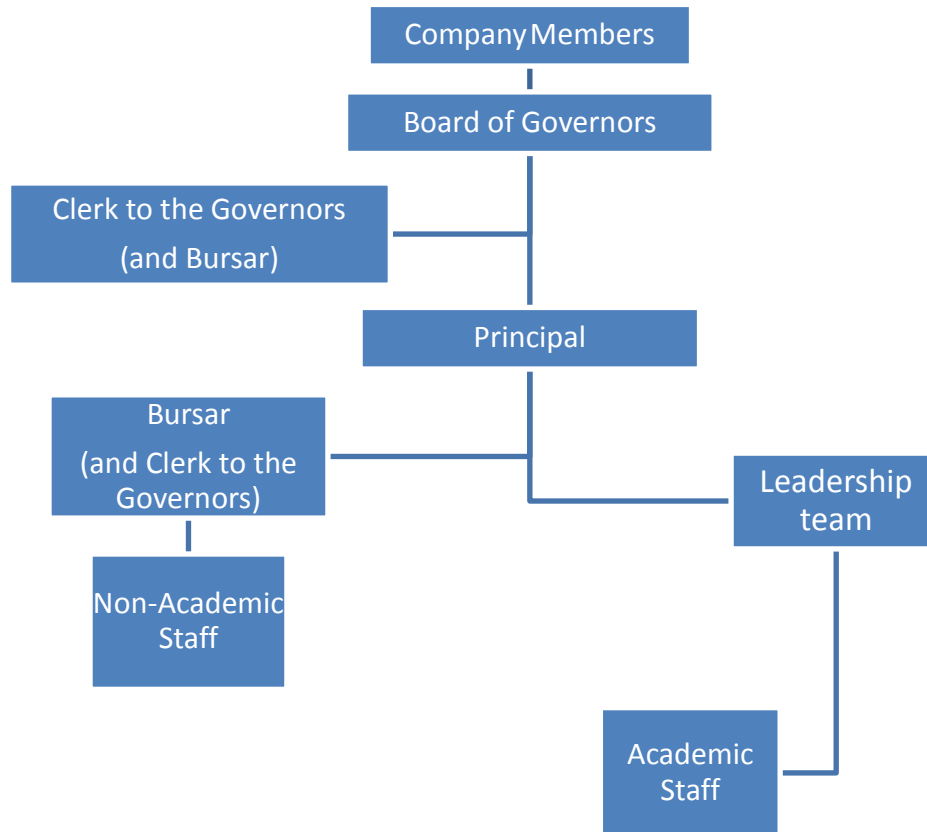
**Company Members:** Members have overall responsibility for ensuring the wellbeing of the Company. They will take a strategic overview, being responsible for ensuring appropriate membership of the Board of Governors through proper appointment of directors with an appropriate skill set.

Members will ensure the company remains financially viable and be responsible for statutory returns to Companies House and other official bodies.

One of the Members will be [REDACTED] ([REDACTED]).

One of the Members will be the [REDACTED] ([REDACTED]).

Company Directors: Company Directors will comprise the Board of Governors of the School. The Board will be structured within DfE policy and guidance parameters.



The Board will be broadly representative of the key areas of the School's operation and will take oversight of and responsibility for: curriculum matters; compliance matters; financial matters; estates matters. The Board will provide parameters within which the School's Senior Management team will operate; the Board will not have direct operational management responsibilities (the distinction between governance and management will be preserved). The Board will determine policy and principle and monitor performance.

The Board will have governors with designated areas of responsibility, for example: Estates and Finance; Academic and Curriculum; Health and Safety; Safeguarding. Sub committees may be constituted for some of these areas.

The Principal (Headteacher): The Principal (Headteacher) will be a member of the Board and will provide the link between governance and management.

The Principal will be responsible to the Governors for the day-to-day management of the School.

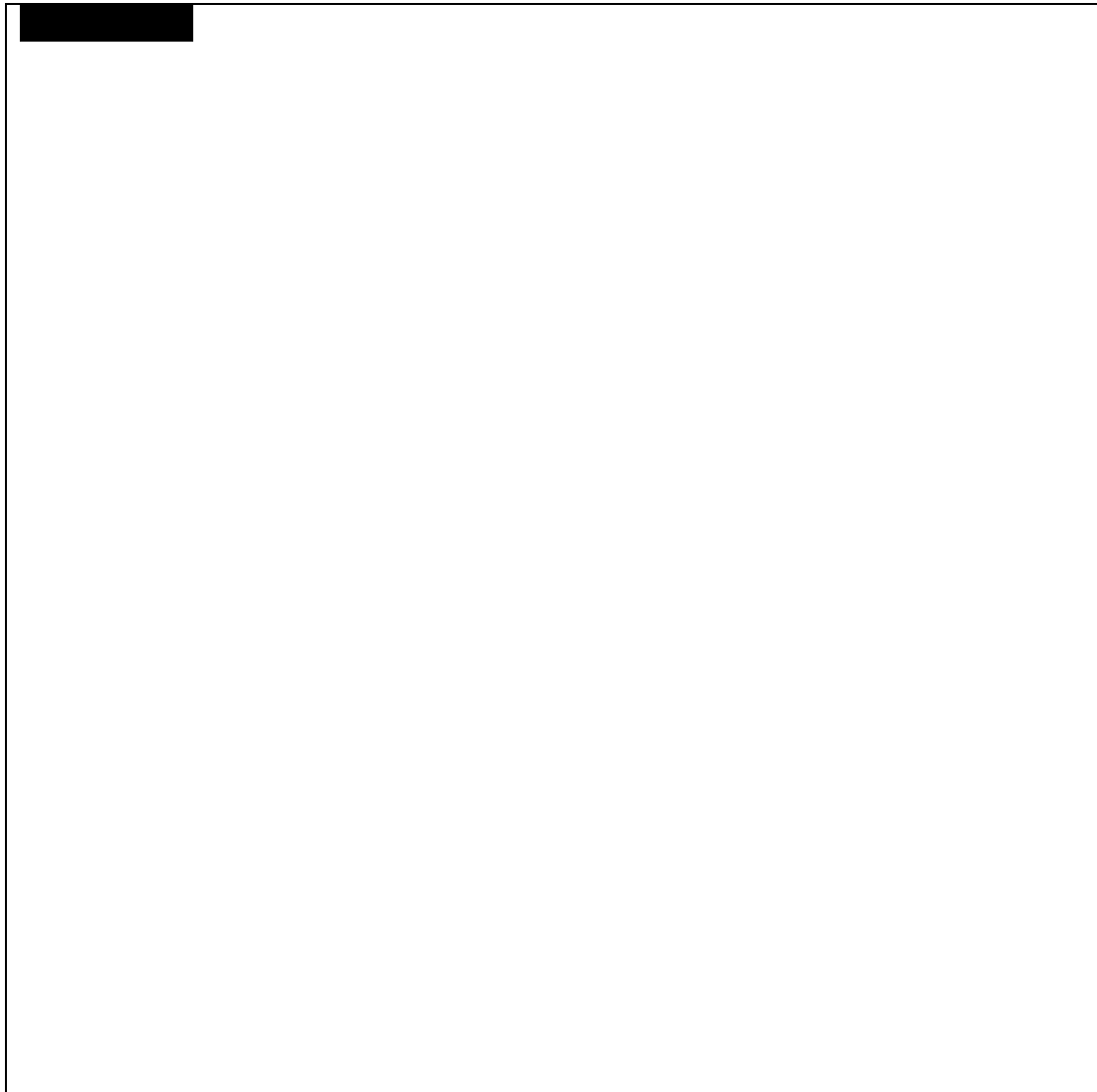
The Principal will line manage the Bursar on a day-to-day basis (but the Bursar will report directly to the Board also in the capacity of Clerk to the Governors).

The Bursar (Chief Finance Officer): The Bursar will also be Clerk to the Governors and as such, report to and be responsible to the Board directly for all matters of financial propriety. The Bursar will report via the Chair of the Estates and Finance committee (or equivalent).

Members will meet at least twice per academic year. The full Board of Governors will meet at least twice per term.

## 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.





## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

Preferred site: The New Islington Millennium regeneration scheme has had a primary school envisaged in the plans since its inception. The site, which is vacant and available, was previously the site of a primary school. There are no buildings remaining on the site so a new build would be required. The land would be made available on a 'peppercorn' basis by the City Council in association with the Homes and Communities Agency. The following graphic illustrates how the school on this site would be integrated within the overall scheme for the area on completion:



The site is bounded to the [REDACTED]. It is adjacent to a [REDACTED], both of which will be part of the learning environment. Access to the School for children will be via modern, safe paths and bridges from surrounding roads. The service road will be used only by school staff and service vehicles, and those visiting the School on school or parent business. The site is large enough to have sufficient sports facilities on-site to support the PE/Games curriculum and much of the co-curriculum.

Alternative site: Within the New Islington Millennium regeneration scheme there is a [REDACTED]. It is known as [REDACTED]. The building has been stripped to a shell; no roof, interior walls or windows. The land and building could be acquired but at a cost (it is owned by Urban Splash and has planning consent for residential use). It is likely that some funding would be forthcoming from e.g. the Heritage Lottery Fund to preserve the envelope of the building if there was a viable end use for it.

A PfS representative has visited both sites and expressed the view that the vacant site is preferable.

It is recognised that in the first instance, the School may open in temporary accommodation. There is plenty of space around the proposed site that could be made available for an interim, temporary facility.

## Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Annex 1 - Ancoats and Clayton Ward Profile (Version 2011/02)

Annex 2 - City Centre Ward Profile (Version 2011/02a)

Annex 3 - MCC Traded Services Brochure

Annex 4 - Spreadsheet of registration data captured from NIFS website

Annex 5 – IPC Introduction and Background

Annex 6 – Audited accounts for MGS



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