



Free Schools in 2013
Application Form

Marine Academy Primary
Principal - [REDACTED]



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Application checklist

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

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: MARINE ACADEMY PLYMOUTH [REDACTED] PLYMOUTH DEVON PL5 2AF		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
8.	If Yes, please provide more details: N/A		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input 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 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 type="checkbox"/> Yes <input type="checkbox"/> No		
10.	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: N/A		

Details of company limited by guarantee					
11.	Company name: MARINE ACADEMY PLYMOUTH				
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> PLYMOUTH DEVON PL5 2AF				
13.	Company registration number: 07194412				
14.	Does the company run any existing schools, including any Free Schools? <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
<input type="checkbox"/>	Yes				
<input checked="" type="checkbox"/>	No				
15.	If Yes, please provide details: MARINE ACADEMY PLYMOUTH – SECONDARY SCHOOL DfE NUMBER IS : 879/6906				
Company members <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>					
16.	Please confirm the total number of company members: Three				
17.	Please provide the name of each member below (add more rows if necessary):				
	1. Name: UNIVERSITY OF PLYMOUTH (corporate member)				
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> (<div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>)				
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>				
	4. Name:				



Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED], [REDACTED] (PRINCIPAL SPONSOR APPOINTEE)
	2. Name: [REDACTED], [REDACTED]. (CO-SPONSOR APPOINTEE)
	3. Name: [REDACTED], [REDACTED]. (CO-SPONSOR APPOINTEE)
	4. Name: [REDACTED], [REDACTED] (PRINCIPAL SPONSOR APPOINTEE)
	5. Name: [REDACTED], [REDACTED] (PRINCIPAL SPONSOR APPOINTEE)
	6. Name: [REDACTED], [REDACTED] (PRINCIPAL SPONSOR APPOINTEE)
	7. Name: [REDACTED], [REDACTED] (PRINCIPAL SPONSOR APPOINTEE)
	8. Name: [REDACTED], [REDACTED] (PRINCIPAL SPONSOR APPOINTEE)
	9. Name: [REDACTED], [REDACTED]
	10, Name: [REDACTED], [REDACTED]
	11. Name: [REDACTED], [REDACTED]
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]



Related organisations	
20.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. 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.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • 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. <p>The following organisations are deemed to be related to Marine Academy Plymouth by virtue of their sponsor status:</p> <ol style="list-style-type: none"> 1. University of Plymouth; 2. Plymouth City Council; and 3. Cornwall College <p>It is envisaged that all 3 organisations will provide a mentoring role in relation to the Free School similar to that already provided to Marine Academy Plymouth. The Local Authority may also provide the advisory services of a primary specialist to act in the capacity as an Associate Governor (see section F5). The sponsors' role will be to provide strategic direction and support to the Academy's executive team, monitoring their performance against pre-agreed targets in support of a continuous drive for improvement.</p> <p>At present the Academy contracts various secondary curriculum services from Cornwall College, and has entered into service level agreements with Plymouth City Council to provide such services as an Educational Welfare Officer and a payroll bureaux (see section G). We would anticipate most of the service level agreements entered into with the Local Authority will be extended to include the primary school. These services will continue to be contracted at arms-length and reported in the Academy's statutory accounts.</p>
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>N/A</p>

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input 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 type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	136166
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:	11-19 ROLL – 924 CAPACTIY - 1152
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: OFSTED UNDERTOOK A SECTION 8 MONITORING VISIT IN SEPTEMBER 2011 http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136166	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: MAP CAME INTO EXISTENCE IN SEPTEMBER 2010. The only data available for MAP is here http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136166 The previous school Tamarside Community College data can be found here 2010 http://www.education.gov.uk/cgi-bin/performance/school_10.pl?No=8794189&Mode=Z&Type=SC&Phase=1&Year=10&Begin=s&Base=b&Num=879 file://localhost/2009 http://www.education.gov.uk/cgi-bin/performance/school_09.pl?No=8794189&Mode=Z&Type=SC&Phase=1&Year=09&Begin=s&Base=b&Num=879	
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: N/A	

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: Member of company.

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:	MARINE ACADEMY PRIMARY
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input 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: MARINE ACADEMY PRIMARY WILL FORM PART OF AN ALL THROUGH PROVISION ON THE MARINE ACADEMY PLYMOUTH SITE.
4.	Date proposed school will reach expected capacity in all year groups:	2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
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 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:	██████████
11.	Local authority area in which the proposed school would be situated:	PLYMOUTH
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
13.	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.	



Section C: Education vision

Why we need a new, high quality primary school

The number of Reception places in Plymouth primary schools needs to significantly increase. Predictions show a need for 144 additional places by 2013, and 200 more by 2015.

Demand is predicted by comparing births at Plymouth Hospitals NHS Trust with the number of children arriving at school four years later. One of the biggest areas of demand for places is in the north west of Plymouth. See table over page, descriptors below.

1. Data has been split into Academic Year Groups (Sep-Aug)
2. These school catchments have been used because children attending St Budeaux and Plaistow Hill generally come from these areas.
3. PAN data includes Wave 1 of Basic Need. No further Waves have been included at this stage.
4. The Reception NOR has been confirmed up to Jan 2016 (based on births from 2010-11. After this birth data is forecasted.
5. St Paul's does not have a catchment area for birth number analysis, but has been included for completeness.

School Catchment	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ernesettle Primary School	51	43	58	56	56	55	54	62	64
Knowle Primary School	32	44	26	30	35	45	31	41	42
Plaistow Hill inf & St Budeaux Jun	26	29	36	33	39	38	25	41	42
Riverside Primary School	99	114	113	115	104	119	117	125	129
Mayflower Primary	117	106	94	123	97	85	87	113	117
Shakespeare Primary	134	131	160	154	142	168	150	172	178
Pennycross Primary	54	61	64	66	69	77	64	79	81
St Pauls Primary	30	30	30	30	30	30	30	30	30
Victoria Road Primary School	57	63	61	65	56	66	62	69	72
Weston Mill Primary School	28	44	43	40	49	42	58	49	50
Grand Total	629	663	685	712	677	725	678	781	805
Year (Jan PLASCT)	2010	2011	2012	2013	2014	2015	2016	2017	2018

PAN	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ernesettle Primary School	45	45	60	60	60	60	60	60	60
Knowle Primary School	60	60	60	60	60	60	60	60	60
Plaistow Hill inf & St Budeaux Jun	60	60	60	60	60	60	60	60	60
Riverside Primary School	60	60	90	90	90	90	90	90	90
Mayflower Primary	60	60	60	60	60	60	60	60	60
Shakespeare Primary	60	60	60	60	60	60	60	60	60
Pennycross Primary	45	45	45	45	45	45	45	45	45
St Pauls RC Primary	30	30	30	30	30	30	30	30	30
Victoria Road Primary School	30	30	30	30	30	30	30	30	30
Weston Mill Primary School	45	45	60	60	60	60	60	60	60
New Free School	0	0	0	0	60	60	60	60	60
Grand Total	495	495	555	555	615	615	615	615	615

Only 61% of pupils in Plymouth schools achieved a level 4+ in both English and Mathematics, placing Plymouth primary schools among the 10 worst performing areas in the country, and narrowly missing falling below the government's floor target of 60%. As separate subjects, performance in both English and Maths at level 4+ fell below the National average. Further information reported in The Plymouth Herald here <http://www.thisisplymouth.co.uk/Improving-primary-schools-priority/story-14331919-detail/story.html> and <http://www.thisisplymouth.co.uk/Education-chief-says-Plymouth-bounce-poor-primary/story-14343590-detail/story.html>

Why we want to run this school

This proposal for Marine Academy Primary (MAP2) will dramatically transform education provision and help to reduce the effects of social and economic disadvantage in this area of north west Plymouth as well as enhancing the city's overall educational offer in support of social progress.

We are proposing to locate the new primary school within the grounds of the existing Marine Academy Plymouth which sits at the heart of this area of Plymouth, enabling us to serve those children and their families most at need in this area.

The three sponsor organisations, Plymouth University (lead sponsor), Cornwall College (co-sponsor) and Plymouth Local Authority (co-sponsor), are determined to develop a high quality institution that will raise standards of educational achievement to the very highest levels and indirectly through progression to Marine Academy Plymouth, significantly widen participation levels.

Mindful that schools matter most for underprivileged and/or initially low achieving students and as part of a fundamental commitment to lifelong transformative learning, the sponsors are dedicated to creating a sustainable empowering learning environment through the Free School that will materially benefit its community.

MAP2 sponsors believe that the transformation of performance for all Marine Primary Academy pupils can be led by dynamic change driven through four areas:

1. A new ethos and direction for primary learning, created in part through a marine environment theme embracing multiple learning environments;
2. A radical curricular and pedagogic initiative utilising high quality teachers and the combined expertise of university, college and Marine Academy Plymouth to achieve student engagement through an academic-vocational learning model that fully exploits the opportunities available;
3. A complete and relentless focus on developing literacy and numeracy which will involve all phases of education and all the community;
4. A thorough engagement with Marine Academy Plymouth's own Care to Achieve agenda which will ensure agency support and implementation of support strategies and empower the community by raising expectations, aspirations and accountability.

As lead sponsor, Plymouth University brings world-leading ideas, thinking and action that distinguish it as *the* enterprise university. With a strong commitment to collaboration and engagement with the life of the city and the region as well as rich international experience, the university is well positioned to bring a pursuit of learning and a long-standing and unwavering belief in widening participation to bear on bridging the attainment gap and transferring the wider social and economic benefits of learning to the community.

The university will be the education and training champion for Plymouth marine and maritime industries – a key priority sector in the City's roadmap for 'new economy' development – and can effectively invest the Marine Academy Primary's offer with significantly enhanced scope, assets and opportunities to secure a coherent approach to progression from pre-school to post academy that will provide a foundation for a sustainable community answer to countering deprivation and guaranteeing social inclusion.

Cornwall College, as one of the largest further education colleges in the country, has a well established reputation for excellence in a wide range of vocational and academic subjects. Its new technology edge and business links together provide a skills rich portfolio of expertise. Its outward looking orientation and links with the

Eden Project, National Maritime Museum, Business Partnerships and Enterprise Education initiatives together with a campus at Saltash, a town just across the River Tamar, allow it to make a significant contribution in terms of aspiration raising, skills provision and enhanced learning opportunities that will impact positively on the constituency the Marine Academy Primary seeks to serve by providing transformative education with high impact resulting in improved life chances.

Plymouth Local Authority brings a strong culture of collaboration and a shared vision for Plymouth as an 'inclusive citywide learning campus'. Creating and maintaining a collective responsibility for all learners; championing the student and parent voice and providing personalised learning environments are recognised and developing strengths. The opportunities that will be created at MAP2 will further enrich the specialist provision available to all learners in Plymouth. Plymouth Local Authority relishes the opportunities for greater innovation so that the city's economic ambitions can be matched and driven to new heights through the raised aspirations of its citizens.

All sponsors believe in taking a full and active role within MAP2. Moreover, the sponsors will seek to work within an extended partnership to position the Marine Academy Primary as a vehicle for innovation and development in relation to a comprehensive community solution, embracing sustainable educational achievement that will make the equity connections and drive social mobility.

MAP2 will serve an area in north west Plymouth with very high levels of deprivation (bottom 20% nationally). It is very likely that children will join MAP2 with levels of expressive language and basic literacy and numeracy skills that are well below national expectations. The percentage of children with English as an Additional Language (EAL) will be above the average for Plymouth. It is likely that the percentage of children with additional learning needs (including children with identified special educational needs and complex needs) will be well above the city's average and by definition will present emotional and behavioural challenges.

Marine Academy Plymouth already has a nursery (Shining Stars) and the Marine Academy Trust is proposing that MAP2 will follow on from the nursery, starting with Reception and Year 1. Reception will open with 60 full time places, and Y1 will open with 30 full time places.

It is likely that there will be a higher than Plymouth average percentage of children joining MAP2 with special educational needs and/or English as an additional language. As is currently evident at Marine Academy Plymouth (secondary), a significant proportion of children joining MAP2 will be vulnerable children who are known to children's services through referrals by Health Professionals, the Children's Mental Health Service, the LA Integrated Support Team or other agencies.

By joining MAP2 at the Reception stage these children will be identified at the earliest opportunity, and planned programmes of teaching and support can be implemented straight away. We believe, from our experience at Marine Academy Plymouth, working with the current local primary schools that early intervention,

and the continuity of being in a successful setting, provides disadvantaged children with the best possible start. Therefore we strongly believe that the continuity of excellent provision from home to our established nursery, into Reception at MAP2 and then onto Marine Academy Plymouth will effectively provide a 0-19 'all-through school' to help to close the attainment gap for disadvantaged children.

The curriculum will be broad and balanced with a strong emphasis on Literacy and Numeracy from Reception onwards. MAP2 will have regard to guidance on time allocations to subjects in key stages 1 and 2.

The curriculum will be planned and designed to take into account the specific needs of the pupils who will be joining MAP2 so that ALL pupils make the best possible academic and personal progress. We will use multimedia rich resources and adaptive technologies where appropriate, to ensure the curriculum is enriched and accessible to all pupils. Specific technologies will be matched to the needs of individual pupils so that they all make the best possible progress.

The Marine Theme will make the school distinctive in its vision and ethos and informs the curriculum plan.

The reason for the existence of Plymouth historically and geographically is the sea. We propose to use the marine environment as a basis for curriculum design, a motivator, an underlying theme and an organising principle, which will be run through and be mainstreamed into all areas of MAP2. This has been extremely successful with Marine Academy Plymouth.

The commitment to a 'marine' ethos and environment at MAP2 enables us to fulfil our educational aims and goals. Marine Science is so new that much of the knowledge remains to be discovered, unlike the physical sciences generally; it is therefore an ideal focus for specialism. We can truly pioneer approaches that involve pupils and teachers in the 'co-creation' of knowledge, and which involve genuine 'discovery' learning for both groups.

The results of the marine 'lever' will be to create a personalised, enterprise orientated form of primary education, in which the marine orientation will drive innovation in all areas of the Free School by providing an exemplar of excellence for all to benchmark against.

The demands of the Twenty First Century require our pupils to be alert to the emerging technologies and new possibilities that this will create, and to swiftly adapt to change. We aim to ensure pupils are self aware, independently minded and confident citizens of the future.

Marine Academy Plymouth's aims

Our Commitment is to offer:

- a broad, exciting curriculum that enables each individual to become an effective learner who can go on to realise their ambitions;
- the Marine specialism embraces science, maths, technology and the

Environment but we also place a huge emphasis on access to opportunities for Education Outside the Classroom as part of the entitlement of all MAP students to a diverse and innovative curriculum;

- an inclusive learning culture that values and respects all people equally, where diversity is seen as a rich source of learning and all demonstrate tolerance and mutual respect;
- an environment in which we are constantly identifying and developing the talents that all people possess;
- a culture of identifying and providing the best opportunities and facilities, to enable our young people to become successful students.

To achieve this:

- the Academy will be at the heart of our community; students and staff will feel they belong
- We will work to establish the highest standards of behaviour and achievement; students safety, security and wellbeing will be paramount
- Parents and carers will be invited to be fully involved with the Academy; all students will have the opportunity to engage with the University of Plymouth.

Marine Academy Primary will reflect these aims embedding them into earlier childhood experience, indeed from 0-19 as children arrive at Shining Stars Nursery and are affected and impacted on through MAP2 and into the Academy and adult life as lifelong learners.

The Mission Statement of MAP2 is:

To provide an outstanding education that ensures all pupils reach their highest educational achievement and live by life's highest values.

The Motto for Marine Academy Primary will be:

'Where stars shine brighter'

This star metaphor is already embedded and recognised within the community: MAP has a very strong view on the use of communication professionals to ensure that the ethos and values of MAP are clearly and widely promulgated.

This provides a source of inspiration and a frame of reference for the ethos and philosophy of the Marine Academy Primary. A school which offers outstanding provision and is an example for others.

Using stars as a metaphor to reflect our **vision of the outcomes we want for our pupils:**

- 'brighter' because we aim to rise above the ordinary by developing an education which can transform lives and communities. MAP2 achievements will shine out in north west Plymouth and drive up the educational standards

in the area and lift the aspirations of the community.

- 'higher' we aim for each pupil to reach their full potential in body, mind, heart and spirit.
- 'Stars' because in the spirit of discovery our pupils will be encouraged to be innovative, creative, spirited, curious and pioneering individuals

To be a star you must shine your own light –our pupils will be self aware, independently minded and confident citizens of the future. Our pupils will know who they are and live by life's highest values.

Our expectation and aspirations for the achievement of individual pupils is high.

We anticipate that pupils will arrive at school with poor communication skills. We consider the acquisition of Early Language Skills will be critical to future success and therefore pupils will receive intensive attention in our Foundation and Key Stage 1 classes.

Our target for the Foundation Stage is that 100% of pupils who do not have specific communication impairment will achieve a score of 6+ in language for communication and thinking. Children starting school with specific speech, language and communication needs will receive early specialist support and their individual progress tracked to ensure good progress is made.

Pupils in both Key Stage 1 and Key Stage 2 will be expected to meet or exceed national averages in both Literacy and Mathematics.

How will the particular ethos of the school be reflected in its Curriculum?

Marine Academy Primary School's integrated skills based curriculum will be built around the principles of active discovery and experiential learning. Our pupils will enjoy the challenges of a rigorous academic curriculum delivered in an unreserved spirit of adventure. It will be designed to serve and meet the unique needs of the children of north west Plymouth.

It will be known as the Marine Curriculum.

At its centre will be the development of a shared passion for lifelong learning and a relentless focus on striving for success and excellence.

An important goal of the Marine curriculum is to enable children to learn how to learn, and to develop an appreciation of the value and practice of lifelong learning. The skills based curriculum aims to instil a love of learning that will remain with the child for life and that will express itself in an enquiring mind and a heightened curiosity.

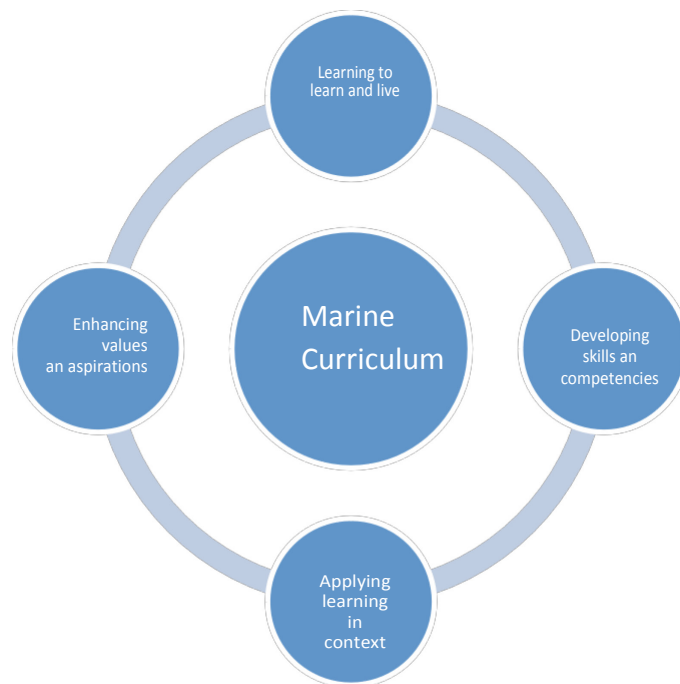
The Marine Curriculum will be firmly rooted in the acquisition of excellent communication skills and numeracy competency in order to achieve personal fulfilment and future success. It will teach the traditional basic skills and use

innovative methods to apply those skills across the curriculum.

The Marine Curriculum will prepare pupils for all dimensions of their life — spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

The Marine Curriculum will be broad and balanced and will intentionally and systematically develop pupils' personal learning and life skills.

The Marine Curriculum is designed to ensure that the children can see how the skills they are learning are transferable across different disciplines and challenges and can serve to improve their lives now and their aspirations for the future.



The best strategies and resources in the global Virtues Project designed by [REDACTED] will be used as a central tool to enhance social and emotional learning and to foster academic excellence while creating a culture of care, trust and unity. Through the Virtues Project we will nurture pupils in the skills and qualities they need to be successful in school and in adult life. Virtues are essential to the true goal of education – intelligence plus character.

By embedding the teaching of virtues into and throughout our curriculum we inspire pupils to know who they are and to live by life's highest values. In this way we will introduce a common core set of values which will permeate into the homes and reduce the effects of social and economic disadvantage.

The Marine Curriculum will be under-pinned by a secure pedagogical framework which weaves together the critical elements of curriculum, teaching, learning and assessment.

The Marine Curriculum will recognise the integrated nature of knowledge and thought and stress the connections in content in the different curriculum areas. This creates harmony in the child's learning experiences.

The curriculum will be delivered through integrated themes which focus on experiential learning with 'real outcomes' and 'life skills' for all pupils. The curriculum will have a local and global dimension and will be rooted in a firm understanding of the heritage of Plymouth.

Science and Enterprise will feature as strong subjects with the aim of teaching transferrable skills for future economic success, skills needed that underwrite the industries and jobs of the future.

Working with Plymouth University and the National Marine Aquarium, we will nurture children's interest in finding rational explanations of what they observe and stimulate and develop children's enthusiasm for the sciences.

Through explicit planning and enthusiastic teaching using the marine theme, children's natural curiosity will be harnessed to stimulate interest in finding out about the natural world. It will be considered that a fundamental knowledge of Science from Reception onwards will inform children's understanding of their crucial contribution to all aspects of the world and the universe.

We will build upon the most effective primary practice and alongside transference of scientific knowledge there will be planned opportunities for children to experience first-hand learning through investigation. Plymouth University will provide opportunities for our children to develop a deeper knowledge and understanding of important scientific ideas, processes and skills and to relate these to everyday experiences and learn about ways of thinking and of finding out about and communicating ideas.

We will employ teaching methods that will vary according to the age, ability and experience of the children and the concept being taught.

There will be a clear focus on the non-core curriculum subjects that will include history, geography, art and music. The approach towards planning the curriculum will be based upon the belief that equal access to knowledge promotes excellence and fairness. Therefore children will be exposed to a coherent core of challenging, interesting experiences that will provide a solid foundation for life-long learning, and will also ensure that pupils are given access to the common ground for communication in society.

The MAP2's curriculum will be broken down into four main stages. These stages reflect and incorporate the content and knowledge of the key stages of the National Curriculum but also encompass the marine theme as an organising principle

Each stage recognises the developmental needs of children and the imperatives of their education at different stages as distinctive and necessary, in order to provide them with a learning experience that is relevant to both their present and future needs

Each stage meets all the requirements of the "National Curriculum" and articulates a progressive and developmental learning experience.

There will be planned cross curricular links to bring richness and depth to subjects through, for example, art, music and drama. The planned use of ICT and technologies will support the teaching and learning of all curriculum areas. MAP2 will use the current National Curriculum for guidance in its planning however, MAP2 will also take into consideration the new National Curriculum guidelines when they are confirmed.

MAP2 will adopt the Devon, Plymouth and Torbay agreed syllabus and schemes of work for Religious Education.

We aim to ensure a balanced and informed awareness and understanding of diversity the world which effectively contributes to their personal and social development as citizens of a global community.

At all times the Marine Curriculum will promote tolerance and respect for diversity in both the school and the community. The children will come from a wide diversity of cultural, religious, social, environmental and ethnic backgrounds, and we will celebrate their own beliefs, values, and aspirations through the curriculum.

The R.E. curriculum will be taught in a spirit of inclusiveness and acceptance of all our pupils' backgrounds. Pupils will be taught a largely Christian programme. In addition they will be introduced to aspects of five other main religions followed in the U.K.: Islam, Hinduism, Judaism, Sikhism and Buddhism. We will celebrate and learn about the main Christian festivals that are traditional in the U.K., Christmas, Easter, and Harvest Festivals. We will also learn about some of the main festivals of other major world religions such as Eid, Divali and Hannukah.

Pupils will take part in an assembly every day. This will be an opportunity to celebrate achievements and share highlights of the school's life. Singing and music will be part of assembly, thus enhancing the music curriculum. There will be planned and regular opportunities for parents to attend assemblies, providing opportunities for them to celebrate their children's achievements.

Assemblies will provide the opportunity for collective worship, predominantly in the Christian faith but recognising other religious beliefs (and non-religious beliefs) as noted above.

Throughout their time at MAP2, pupils will benefit from instrumental music tuition, educational visits, and visits to the school by artists, authors, actors, academics, sports professionals, business professionals and musicians.

MAP2 will deliver an enriched and enhanced curriculum and will plan to provide dedicated time for specialist music, foreign language and sports tuition as the school grows; pupils will also benefit from mentoring by older pupils and students from Marine Academy Plymouth.

MAP2 will adopt highly effective and systematic approaches to teaching essential literacy and mathematics skills from the very beginning with children organised in small groups to ensure that the learning is of a high standard. The expectation is that all teaching will meet the Ofsted grades of either “Good” or “Outstanding”.

Children will be assessed on entry to MAP2 using the Foundation Stage Profile. Children joining the school in later years will also be assessed on entry. This will ensure that individual baselines are established which identify appropriate learning needs of the children in the lower, middle and upper years.

MAP2 will use assessment effectively to establish children’s strengths and areas for development. Data from rigorous half-termly summative and formative assessments in all core subjects will result in targeting pupils at risk of underachievement Children’s individual needs will be met through intervention groups in Literacy and Numeracy.

High expectations will ensure that lessons are carefully planned, appropriately challenging, and include differentiated tasks so that all children reach their maximum potential.

All pupils will be expected to make very good progress in relation to their starting points. For Foundation pupils this means achieving the National Indicator of 6+ points in all PSED and CLL scores. From a starting point which is below average to an average outcome this represents good progress.

Considering the anticipated low scores on entry (due to the significant deprivation) MAP2 will set a target in the first year of 60% of pupils attaining a score of 6+ in Language for Communication and Thinking. This target is both ambitious and appropriate. By focussing on this area we will ensure good foundations of learning are laid to build on in Key Stage 1.

This should read: For key Stage 1 pupils this means 90% of pupils achieving a level 2 in reading and mathematics and 85% achieving a level 2 in writing.

For Key Stage 2 pupils we will set a target where 60% of pupils achieve 4 points progress every year and 100% of pupils make 2 levels progress in both English and Maths.

Section D4 sets out critical performance targets graphically to demonstrate the level of rigour and ambition of the Marine Academy Primary.

Section D: Education plan – part 1

The planned age range for the proposed Marine Academy Primary School is age 4 to 11, as a 2 Form Entry (2FE).

Subject to a successful application, our aim is to open in September 2013 with a two form entry Infant phase comprising a Year R (reception) and one Year 1 class for mixed gender children. It is our vision to expand our numbers on an annual basis as the intake moves up the school, completing the infant phase in 2015 and the junior phase at Year 6 in 2018/19. The rationale for catering for infant and primary children is the shortage of school places in the area for this age range.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		60	60	60	60	60	60	60
Year 1		30	60	60	60	60	60	60
Year 2			30	60	60	60	60	60
Year 3				30	60	60	60	60
Year 4					30	60	60	60
Year 5						30	60	60
Year 6							30	60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		90	150	210	270	330	390	420

The proposer (The Marine Academy Trust) is the body responsible for the Marine Academy Plymouth – an 11-18 school. Whilst the proposed Marine Academy Primary will be co-located with the Marine Academy Plymouth and will be led by the same Principal offering an integrated flow and transition between phases, the two Academies will remain as discrete Academies within the Trust. Therefore we have only identified the proposed Primary numbers above.

Similarly there is a nursery on the same site (Shining Stars Nursery), which will remain independent, but through which the plan is to ensure a smooth transition from nursery to primary phase for all those wishing to join the proposed Marine Academy Primary.

Section D: Education plan – part 2

SECTION D1 – CURRICULUM PLAN

Children joining MAP2 will be from a similar catchment area to that of Marine Academy Plymouth. Contextual factors show very clearly that MAP2 will be in an area with high levels of deprivation (bottom 20% nationally).

As with Marine Academy Plymouth, children will be joining MAP2 with below average levels of expressive language and basic literacy and numeracy skills. The percentage of children with English as an Additional Language may be above the city's average. It is likely that the percentage of children with additional learning needs (including children with identified special educational needs and complex needs) will be well above average. Indicators show that the number of children eligible for Free School Meals will also be above the national average.

The curriculum will be planned and designed in order to take into account the specific needs of the pupils who will be joining MAP2 so that ALL pupils make the best possible academic and personal progress.

MAP2 will take account of national curriculum requirements, statutory obligations and will have regard to the national guidance on teaching hours for key stages 1 and 2.

Marine Academy Primary School's curriculum will integrate the content of the National Curriculum with skills and qualities needed to be successful in school and in adult life, into learning themes.

Themes will be built around the principles of active discovery and experiential learning. Themes will be appropriate for the interest levels and stage of the pupils yet flexible enough to allow for the academic rigor needed to challenge the most able pupils.

Each theme will be planned to deliver our aim: - intelligence plus character. Themes will last from two weeks to six weeks as appropriate.

Our pupils will enjoy the challenges of a rigorous academic curriculum delivered in an unreserved spirit of adventure. It will be designed to serve and meet the unique needs of the children of north west Plymouth.

It will be known as the **Marine Curriculum**.

The Marine Curriculum guiding principles:

- At its centre will be the development of a shared passion for lifelong learning and a relentless focus on striving for success and excellence in all that we do.

- To instil a love of learning that will remain with the child for life and that will express itself in an enquiring mind and a heightened curiosity.
- To be firmly rooted in the acquisition of excellent communication skills and numeracy competency in order to achieve personal fulfilment and future success.
- To teach traditional basic skills and use innovative methods to apply those skills across the curriculum.
- To be broad, balanced and exciting and intentionally and systematically develops pupils' personal learning and life skills.
- To ensure all pupils achieve their potential in all dimensions of their life — spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical: intelligence plus character

Professional Development

High level and rigorous continuing professional development will be a key part of the organisation and the expectations of Marine Academy Primary in line with and shared with the Marine Academy Plymouth. The Lead Sponsor, Plymouth University, in its Expression of Interest for the establishment of the Academy undertook to 'use its resources to develop an Academy/University Partnership that is designed to blend its School of Education seamlessly with the Academy. The University will provide intensive programmes of CPD, Higher Degree Studies and in-service education for all Academy staff without charge'. This has come to fruition in the Academy where over £40,000 in the academic year 2011-2012 has been invested and more than 50% of all teaching staff are now enrolled on Masters programmes, all CPD is predicated on the taught modules of the degree programme and all staff are involved in Active Research, thus changing the learning and professional environment to one entirely predicated on pedagogical study and practice. Further accreditation is an entitlement (subsidised through Directed Time) and is an explicit expectation expressed in all job descriptions. This model will be replicated in MAP2.

Assessment for Learning as a Learning Tool for MAP2

Plymouth University's School of Education is working with Marine Academy Plymouth to develop customised assessment for learning packages that use evidence about learning to adapt teaching and learning to meet pupil needs. By establishing coherence and ensuring consistency, assessment will be managed as a seamless part of the Academy's planning, preparation and provision of teaching in order to achieve accelerated levels of learning and this will be the model for learning from Year 1. The aim of both the Academy and MAP2 will be to develop vertical teaching opportunities through the use of a much more refined process of assessment which established personalised needs.

Marine Curriculum and organisation of learning

The MAP curriculum will be broken down into four main stages. These stages reflect the key stages of the National Curriculum and encompass the marine theme as an organising principle.

Plymouth's past and present is intimately connected with the sea and has been the departure for some of history's greatest adventures, the sailing of the Mayflower and founding of the New World, Sir Francis Drake's defeat of the Spanish Armada and Captain Cook's search into uncharted waters.

We will use the pupils' own heritage and the enterprising themes of exploration and discovery as a basis for curriculum innovation.

Our Key Stages will be known as the following:

Creators	Foundation Stage	Reception
Discoverers	KS1	Y1 and Y2
Explorers	Lower KS2	Y3 and Y4
Pioneers	Upper KS2	Y5 and Y6

Each stage recognises the developmental needs of children and the imperatives of their education at different stages, as distinctive and necessary, in order to provide them with a learning experience that is relevant to both their present and future needs.

Each stage meets all the requirements of the National Curriculum and articulates a progressive and developmental learning experience.

Delivery of the Marine Curriculum

The innovative MARINE CURRICULUM consists of thematic units designed to meet the interests and needs of all our learners at different stages of their educational journey through the school. Thematic units involve individual integrated subjects, linked in ways that makes sense to pupils. See:

APPENDIX 1a Curriculum Overview

APPENDIX 1b Curriculum Exemplar

The programmes of study for Science and the other Foundation Subjects of the National Curriculum are blocked together into themes. This is to enable prior learning to be built upon each day in a purposeful and meaningful way and is intended to emulate the way young children learn.

Literacy and Numeracy, some aspects of PHSE, Physical Education and Religious Education are timetabled and taught **in addition** to the themed units.

The Marine Curriculum is designed so pupils will be enabled to use their key skills of literacy, numeracy, ICT and science to discover, explore and become resourceful, discerning learners.

Through the curriculum pupils will be taught how to learn and encouraged to develop learning capacities which will help them to become confident lifelong learners.

Themes will be appropriately challenging and retain a focus on a combination of academic and personal learning.

Plymouth, its heritage and the Marine Aquarium will be used as a resource to bring our curriculum to life and ensure it is unique and meeting the particular needs of the children who attend MAP2.

Each theme will be introduced through an entry point of 'wow' moment to gain immediate interest and motivation and will develop to an 'end point'.

Examples of Marine themed units:

	Unit	Entry WOW moment and how the unit develop
Discovery Stage	Fishy Tales	<p>A visit to the [REDACTED] and discovery of the city's vibrant fishing industry.</p> <p>On return to school children role-play fishing boat scenes in the grounds by building their own 'boats' from packing crates and using real items where possible, e.g. nets.</p> <p>Pupils will research fish varieties and make 3D fish models from various materials. They will set up their own 'fish market' to sell their fish and learn how to market and budget. They will taste and cook real fish and hold a 'Fish Supper' for their parents.</p> <p>The skills for this unit will be: enquiry, problem solving, making connections and creative thinking, teamwork</p> <p>A focus on the storybooks of The Rainbow Fish will be a vehicle for PHSE teaching and discovery of the importance of the Virtues of trust, confidence and kindness</p>
Explorers stage	Treasure	<p>All children will become archaeologists and undertake a 'dig' in the school grounds. A real archaeologist will visit the school and 'prepare' the children using video clips, health and safety guidance, excavation techniques.</p> <p>Working in teams a number of bones will be 'excavated'</p>

		<p>along with a larger number of historical artefacts (coins, broken crockery, mysterious items etc) These will be documented, photographed and labelled.</p> <p>The challenge will be to put for the children to then do some research and work out exactly what/how all the items are related. They will need to decide on a theory and work on the solution together. (could be Tutankhamen’s Tomb or war bomb shelter for e.g.)</p> <p>Pupils will present their ‘findings’ and document their activities in a logbook.</p> <p>A visit to Plymouth museum will motivate pupils to set up a ‘museum’ in the school arrange their work into ‘cabinets’. Parents and community members will be invited into the museum.</p> <p>Specific skills for this unit: collaboration, information processing, problem solving, risk taking and reasoning.</p> <p>Specific virtues to be embedded will be: commitment, patience, co-operation, courage, tolerance and unity.</p>
Pioneers	Impact	<p>Using the Mantel of the Expert pedagogy. An ‘official’ from Plymouth University will visit the school to report on the mysterious death of a large number of seagulls near the conservation area of the Hoe. The pupils are asked to investigate the possible causes and offer a solution.</p> <p>Pupils will become investigators. They will research ecosystems, environmental impact of shipping activities, pollution, positive and negative effects of man on the natural environment, pollution and conservation, global warming.</p> <p>Pupils will research the animal habitat and the possible effects of humans on the river environment. A visit to the Hoe to explore ‘activity’ and to the Marine Aquarium to discuss solutions will take place.</p> <p>Pupils will offer a number of possible reasons and solutions and present their finding to Plymouth University.</p> <p>The specific skills for this unit: evaluation, envisaging, reflecting, inference and deduction and critical analysis.</p> <p>The specific virtues to be embedded will be: compassion, responsibility, perseverance and justice.</p>



Virtues Project

Through careful and deliberate integration of The Virtues Project we will nurture pupils in the skills and qualities they need to be successful in school and in adult life. Virtues are essential to the true goal of education – intelligence plus character

There are 52 virtues which will be integrated into the curriculum and ethos of the school. All virtues will be promoted at all times and specific virtues studied in more depth during appropriate stages.



Virtues: The Gifts of Character

Assertiveness	Integrity
Caring	Joyfulness
Cleanliness	Justice
Commitment	Kindness
Compassion	Love
Confidence	Loyalty
Consideration	Moderation
Cooperation	Modesty
Courage	Orderliness
Courtesy	Patience
Creativity	Peacefulness
Detachment	Perseverance
Determination	Purposefulness
Diligence	Reliability
Enthusiasm	Respect
Excellence	Responsibility
Flexibility	Self-Discipline
Forgiveness	Service
Friendliness	Tact
Generosity	Thankfulness
Gentleness	Tolerance
Helpfulness	Trust
Honesty	Trustworthiness
Honor	Understanding
Humility	Truthfulness
Idealism	



Specific Virtues to be taught in each Key Stage;

Creators	Discovers	Explorers	Pioneers
Key Virtues:	Key Virtues:	Key Virtues:	Key Virtues:
caring friendliness creativity gentleness love self-discipline	trust, determination, confidence, kindness, helpfulness enthusiasm. consideration forgiveness	commitment, honesty, patience, co-operation, flexibility, courage, tolerance unity purposefulness	assertiveness, compassion, excellence, integrity, responsibility, reliability, perseverance justice diligence

Religious Education

This subject will be taught separately when appropriate to ensure coverage of the Devon, Plymouth and Torbay agreed syllabus and schemes of work.

Sex Education

Will be incorporated into the curriculum as part of personal and social development. It will also be taught discretely as part of the Year 5 and 6 transition programme 'Head To Toe'.

Music

All pupils will learn to play the recorder in year 2 and the violin in year 5 as an entitlement. We will offer extra music tuition in a range of instruments.

Modern Foreign Languages

All pupils will learn French from Foundation through to year 6. Additionally learning of another language will be offered as an extracurricular activity.

Physical Education

All pupils will participate in a minimum of two hours high quality Physical Education and sport as part of our balanced curriculum. Sports Coaches will be employed to deliver Physical Education and to run sports clubs. This will ensure consistency and expertise so the best possible chances are given for pupils to reach their physical potential and achieve sporting excellence.

MAP2 will create a strong and vibrant sporting ethos and participate fully in all competitive sport.

In every year group throughout the school the Marine Curriculum will consist of theme based approaches to learning which are firmly rooted upon teaching of skills that are progressive.

Each theme will involve 'hands-on' experiences, to introduce/extend the theme and a significant amount of learning will take place outdoors.

Curriculum time allocation

The Marine Curriculum is an integrated skills based curriculum. Teachers will look for opportunities to link or block subject areas together, for example making biscuits in DT would link well with instruction writing in literacy. Therefore not all Foundation subjects will be taught weekly as they will be taught as 'blocks' when relevant to a theme. However there will be a balance over the course of a year. See table below:

Approximate allocations of time given to each subject for each Key Stage per week and year

A subject teaching time allocation guide- Approx

Subject	KS1			KS2		
	Approx %	Weekly guide	annual guide (approx hours)	Approx %	weekly guide	annual guide (approx hours)
English	36	7h 30m	285	31	7h 30m	285
Maths	24	5hr	190	23	5h 30m	209
Science	7	1h 30m	57	10.5	2hr 30m	95
History	2.3	30m	19	2	30m	19
Geog	2.3	30m	19	2	30m	19
ICT	2.3	30m	19	4	1hr	38
D & T	2.3	30m	19	2	30m	76
PE	10	2 h	76	8	2h	19
Art	2.3	30m	19	2	30m	19
Music	2.3	30m	19	2	30m	38
RE	5	1hr	38	4	1hr	38
PSE	2.3	30m	19	4	1hr	38
MFL	2.3	30m	19	4	1hr	
Total	100%	21hr	798hr	100%	24hr	912hr

Creators: Foundation Stage

This crucial learning stage is the conception of the Marine Curriculum, where solid foundation blocks are created for all further learning to take place. These children will be immersed in learning that is practical, experiential and builds on what has gone before, like that of a builder.

Marine Foundation Stage curriculum will build on the principal themes of the governments' guidance for Early Years Foundation Stage. At its core will be the recognition of the uniqueness of every child. There are six areas of learning which create a balanced programme:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development, and
- creative development

Learning will be holistic and a coherent learning process. All areas of learning will be considered to be equally important to support a rounded and holistic approach to child development.

However greater attention will be paid to the understanding and formulating of spoken language.

A structured phonics programme (Read Write Inc.) will be used to develop sustained and rapid letter and sound recognition for early acquisition of reading skills.

Creators Stage will follow on from the focus on Speech and Language in the Shining Stars Nursery and continue with the implementation of the ECAT (Every Child a Talker) programme.

Along with Shining Stars the Bristol Standard self-evaluation framework will be used to ensure the best possible early years provision is given and a focus on improving previous best is embedded.

The Bristol Standard involves a whole team approach in order to improve outcomes and benefits for all children and their families.

The Creators curriculum will be delivered through planned, purposeful play activities, with a balance of adult-led and child-initiated activities. Learning will be through first-hand experiences that actively engage the child with the immediate environment. Themes will be instigated by the needs and interests of the children and will be flexible to meet the needs of individuals.

Learning experiences will be centered in the home environment of the child at first. The Marine Curriculum will recognise that parents are the child's primary educators, and the life experienced at home is the most potent factor in his or her development during the primary school.

At this early stage a driving factor in curriculum design will be the existence of a continuing process whereby the child's experience in the Foundation Stage interacts with the experience of home and family.

Plymouth Marine Primary will recognise that significant educational, social and behavioural benefits accrue to the child as a result of effective partnership between parents and school. Good attention will be paid to fostering parental relationships and engagement. Our wider aim is to empower the community by raising expectations, aspirations and accountability.

A consistent daily routine and the provision of key workers for each child will provide children an opportunity to plan, carry out and review activities, thereby developing their own interests, talents and goals.

As 'creators' the children will be submerged into learning experiences that emphasise the importance of activity and the manipulation of a variety of materials in promoting motor and sensory development. The mastery of gross motor skills, co-ordination and balance will be paramount at this key stage as a prerequisite for later learning.

Pupils will be taught in very small groups or individually and remain in their class base throughout the day.

Discoverers Key Stage 1

The Marine Curriculum for Key Stage 1 is based on a theme of Discovery. Here we will build on Foundation stage and will continue with the six areas of learning which create a broad and balanced programme and sustain the social and academic gains made in Reception year. The National Curriculum will be the basis for long term planning and the interests of the pupils used for shorter term planning. The six areas of learning will be:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development, and
- creative development

The skills for focus in this Key Stage are those of discoverers: enquiry, problem solving, making connections and creative thinking, teamwork.

The specific virtues to be embedded will be: trust, determination, confidence, kindness, helpfulness and enthusiasm.

Whilst every area of learning will be covered the development of receptiveness to language, of language awareness and of the ability to use language competently and confidently is central to this stage.

At this stage more attention will be given to the acquisition of basic literacy and numeracy skills. This will be delivered through:

- There will be systematic daily lessons on phonics and a clear focus on the development of reading. A structured phonics programme (Read Write Inc) will be used to develop sustained and rapid progress.
- There will be a focus on stories and drama and the development of oral literacy skills.

- Daily systematic teaching of numeracy will be core business.

The Marine Curriculum is carefully planned so that children experience a range of teaching and learning styles appropriate to the task being undertaken.

Key Stage 1 pupils will learn through experiential activity based tasks. We aim to address the different learning styles of these very young children through a wide range of activities involving an increasing ability to work with others.

In the spirit of discovery the planned activities and experiences will enable the child to move from the familiar to the unfamiliar, from the simple to the more complex, from the concrete to the abstract. We will immerse these young children in discovery of objects and experiences they may not be able to access in their home lives. In this way we will broaden their horizons and increase their vocabulary.

Literacy and Numeracy will be taught as separate subjects on a daily basis. There will be a dedicated session for both numeracy and literacy. All other subjects will be integrated into learning themes and will be taught as cross-curricular units incorporating all other subjects.

The Marine Curriculum themed activities at this stage will be planned purposefully so children's natural curiosity will be harnessed to stimulate interest in finding out about the natural world.

Year 1 will be responsible for the 'Living Animals and Plants' in the school. These pupils will have the responsibility for ensuring the schools pets and plants remain alive and healthy.

Year 2 will be responsible for the Organic garden. They will discover how to grow vegetables all year round which they will then market and sell to their parents.

Explorers Lower Key Stage 2 (year 3 and 4)

The Lower Key Stage 2 Marine Curriculum is planned through an enriched National Curriculum to ensure that we have relevant content and good skills progression as the children move through the school.

The focus will be on the subjects of Literacy, Numeracy, Science and the acquisition of Information Communication Technology skills. The other 'foundation' subjects include History, Geography, Design Technology, Music, Art, Physical Education, Modern Foreign Languages and Personal, Social and Health Education (Citizenship) and Religious Education.

The specific skills we will focus on in this Key Stage are those of explorers: collaboration, information processing, problem solving, risk taking and reasoning.

The specific virtues to be embedded will be: commitment, honesty, patience, co-operation, flexibility, courage, tolerance and unity.

Literacy and Numeracy will be taught as separate subjects on a daily basis. All other subjects will be integrated into learning themes and will be taught as cross-curricular units involving the solving of learning challenges.

The emphasis in this key stage is on working collaboratively on learning challenges and projects which will be built around a questioning and enquiry approach. For example, after discovering the Edison Lighthouse on a visit to Plymouth Hoe children are challenged to design and make a working model of a lighthouse.

Year 3 pupils will be responsible for 'Communication and Media'. They will produce a monthly pupil newspaper, set up and maintain e-mail communication with partner schools nationally and internationally, make posters and podcasts for events and run the schools internal radio broadcasts.

The pupils in year 4 of the Explorers Stage will be the schools Eco-Warriors throughout the year. Pupils in year 4 will be responsible for ensuring the school is being energy efficient. They will monitor energy consumption and plan for improvements. They will earn 'green' points and receive awards for innovative ideas. Pupils in year 4 will be ambassadors for sustainability and a learning theme for them will be renewable energy.

Pupils will be stimulated by hearing the ideas and opinions of others, and by having the opportunity to react to them. Collaborative work exposes children to the individual perceptions that others may have of a problem or a situation.

The experience of collaborative learning facilitates the child's social and personal development, and the practice of working with others brings pupils to an early appreciation of the benefits to be gained from co-operative effort.

Pioneers Upper Key Stage 2 (year 5 and 6)

The Upper Key Stage 2 Marine Curriculum is planned through an enriched National Curriculum and builds on the prior learning of the other key stages. Aspects of this curriculum specifically prepare pupils for the next phase of their education when they enter the Marine Academy Plymouth.

The focus will be on the subjects of Literacy, Numeracy, Science and Information Communication Technology. Subjects include History, Geography, Design Technology, Music, Art, Physical Education, Modern Foreign Languages and Personal, Social and Health Education (Citizenship) and Religious Education.

The specific skills we will focus on in this Key Stage are those of our great pioneers: evaluation, envisaging, reflecting, inference and deduction and critical analysis, entrepreneurial skills.

The specific virtues to be embedded will be: assertiveness, compassion, excellence, integrity, responsibility, reliability, perseverance and justice.

Year 5 and 6 will be given leadership responsibilities and will be expected to undertake a junior version of the Duke of Edinburgh scheme. It will be called the 'Marine Challenge Award'. The award encourages awareness and responsibility and develops lifelong skills in a spirit of fun, adventure and exploration. Pupils will take part in a set of challenges and will be able to achieve bronze, silver or gold level awards. Each award will be incremental in its expectation and will involve a set of 'challenges' to fulfil. These will take place in school and in the home. Challenges will be wide ranging and designed to build up lifelong skills and a love for learning and give exposure to experiences that the pupils are not always able to access otherwise.

For example some activities at Bronze level: An overnight camp under canvas, sewing a button onto fabric, navigating a path across Dartmoor using a map, sourcing and cooking a simple meal, listening to a live orchestra play.

In order to prepare pupils for the next stage in their education and to reach higher academic levels, there will be more subject based teaching in the Pioneer Stage.

Our expectation is that by the time pupils reach this stage of their education at MAP2 they will be effective communicators, prepared to take risks and able to work collaboratively. This will be the outcome of all the other key stages.

This will allow us to use the 'Mantle of the Expert' pedagogy (renowned Educator [REDACTED]) to deliver the Marine Curriculum.

In a 'Mantle of the Expert' learning experience, a fictional world is created in which the children all have roles as an expert in a particular field. This is with the aim that their presumed expertise develops into a genuine expertise in certain areas of learning.

To increase engagement and confidence Marine Curriculum experiences will be planned to have a perceived real purpose for learning. Pupils will work in an interactive and proactive way – providing them with the skills and knowledge they can apply to their everyday lives. This approach encourages creativity, improves teamwork, communication skills, critical thought and decision-making.

For example the pupils will be challenged to set up and run a French bakery shop for a week and sell goods to the community. In order to do this we will take them to France on the Plymouth / Roscoff ferry to research their products. They will need to observe, collate and evaluate evidence, to ask relevant questions, to identify essential information, to recognise the essence of the task, to suggest solutions, and to make informed judgments.

These activities help to foster the higher-order thinking skills, such as summarising, analysing, making inferences and deductions.

In recognition of a rapidly changing society, learning experiences will focus on the development of effective interpersonal and intrapersonal skills and skills in communication which are essential for personal, social and educational fulfilment.

The ability to think critically, to apply learning and to develop flexibility and creativity are also important factors in the success of the child's life. The Marine Pioneers curriculum places a particular emphasis on promoting these skills and abilities so that children may cope successfully with change.

The Pioneers' curriculum will be delivered through specific subject teaching as well as cross-curricular themed projects such as those illustrated above.

The Core Subjects

MAP2 understands that the early acquisition of reading, writing and numeracy skills is of fundamental importance. There will be a strong focus across the whole school on literacy, mathematics and expressive language.

After the first term children in Reception will be grouped into phased teaching groups based on assessment information.

All children across the school will be continually assessed in their literacy and numeracy skills and be grouped according to their on going learning levels. In this way children's individual learning needs can be best met.

Higher achieving children will be appropriately challenged and there will be more opportunities for other groups to receive planned intervention support (i.e. pupils with EAL and pupils who may need additional support).

READING

The English curriculum will be thoroughly planned to ensure progression from the essential early basic skills through to fluency and expression in reading and writing, alongside appreciation and knowledge of a range of literature and genres.

MAP2 considers that the teaching of phonics from the very beginning of their educational experience at the school, as essential. All children, including children with SEN, EAL, and more able children will rapidly and systematically learn letter sounds and will be taught to blend these so that they are able to read, spell and write. A structured phonics programme (Read Write Inc) will be implemented from Reception onwards.

Children will be systematically taught phonemes through instructional teaching in small groups. They will learn to use this knowledge to build their competence in reading and spelling key words, moving on to decoding unfamiliar words. Alongside this children will be taught comprehension skills to both appreciate and understand text and the enjoyment of literature. By teaching these fundamental skills from the very earliest stage children will be competent and fluent in their literacy skills. By the end of year 1 the majority of children will be able to read a range of simple words independently. From Reception onwards children will apply their developing knowledge and skills through reading a variety of books that are appropriately levelled.

Children will have daily opportunities to practice reading through partner work and planned guided reading sessions. By the end of Key Stage 1 we have the high expectation that at least 90% of children will reach level 2b and above in reading. This will enable a solid platform from which children will be able to maximise their knowledge, skills and understanding of all other areas of their learning. This will also ensure excellent projected progress in relation to their initial starting points on entry to the school.

At Key Stage 2 children will continue to be grouped according to their literacy levels for small group teaching. Children will be introduced to a wealth of texts exposing them to all genres. Children will be able to read texts with increased accuracy and understanding. Children will undertake a variety of literacy activities every day and be introduced to a broad range of reference and narrative material appropriate to their stage of development. Parents will be closely involved in supporting their children's literacy development.

Throughout Key Stage 2 over 90% of children will reach the expected levels in reading in each year group and by the end of year 6 we have the high expectation that at least 95% of children will achieve level 4 or above in reading.

The strength of the structured approach to language and literacy is that more able children are challenged to make accelerated progress to reach the higher levels in reading by the end of year 6.

We will use a range of technologies to support our readers, and to encourage them to experience many forms of reading. For example, through our own planned website, links to reading websites and author sites and the creation of book reviews online which can be shared within the school, and with other schools. We will encourage children to listen to stories through multimedia and a wide variety of written materials.

WRITING

From the start in Reception children will be taught to use their developing phonic knowledge to write and spell words phonetically. Children will receive instructional teaching in spelling and grammar on a daily basis, incrementally matched to their levels of development. The Read Write Inc. spelling programme will be systematically implemented from year 1 onwards until the end of year 6.

This solid foundation will enable children to use these essential basic skills to compose, plan, and structure their writing for a range of purposes and audiences. They will understand how to use correct punctuation and grammar. The use of the Ros Wilson 'Big Write' programme across the school will further enable children to extend their knowledge of writing and their use of sophisticated vocabulary. The use of this programme as a stimulus will motivate children's enjoyment and engagement. We will use digital video and animation to record their writing for specific audiences and for replay and analysis. Through the use of stop frame animation pupils will learn sequence, paragraphs, character and plot development. A range of writing opportunities will be used such as 'Fanfiction.net' online blogs, wikis, video diaries etc.

From Reception onwards children will be taught handwriting skills on a daily basis. We will introduce the Rosemary Sassoon cursive script throughout the school.

By the end of Key Stage 1 our expectation will be that at least 85% of children will reach level 2 + or above in writing, and by the end of Key Stage 2 at least 85% will achieve Level 4 or above.

MATHEMATICS

A structured mathematics programme (Maths Makes Sense) will be implemented from Reception. There will be a shared whole school maths language and the approach to maths teaching will be dynamic and flexible.

Maths Makes Sense (MMS) teaches pure maths from the beginning and is built around ten big ideas which underpin all mathematical learning from age four to eleven. The first eight big ideas are taught by the time children are aged seven and the last two are taught when children are aged eight. The ten big ideas in MMS are:

- Addition
- Subtraction
- Multiplication
- Division
- Equals
- The symbols speak to you
- The logic of the language tells you the answer
- Denomination
- Ratio
- Infinity

The programme is delivered through a systematic cycle of instruction and assessment that ensures every child succeeds. The cycle consists of direct instruction, guided practice and partner teaching. Partner work is embedded throughout each phase of teaching.

In the rigorous Maths Makes Sense programme the physical movement of objects forms the basis of deep understanding and reinforces kinaesthetic learning, embedding a picture of maths in children's minds, ensuring they understand from the outset that maths is abstract. Therefore in the same vein as MAP2's approach to teaching language and communication, children will learn to decode mathematics.

Children will be assessed and grouped according to mathematical ability and properly challenged through planning and delivery that meets their specific competence irrespective of chronological age. Children will be able to work with others who are at the same stage in the curriculum. This supports both the more able children and those who need more time to learn, or are younger within their year.

By the end of Key Stage 1 our expectation is that at least 85% of children will reach level 2 + or above in mathematics and by the end of Key Stage 2 at least 95% will reach level 4 or above.

We will explore how ICT resources can support mathematical teaching and learning as a stimulus for talking, working out and thinking about numbers. We will investigate programs that will encourage children to problem solve, create, plan, and apply mathematical thinking. The impact and value of all ICT on mathematical understanding will be evaluated before embedding ICT resources in the curriculum. We will make parents aware of online resources and ensure school ICT facilities are available outside of school hours to ensure access for all.

Both Read Write Inc. and Maths Makes Sense are currently being used very effectively at various high quality primary schools across the country, where children achieve above and well above, the expected levels in Reading, Writing and Mathematics by the end of Key Stage 2.

SCIENCE

In addition to the core subjects of English and Mathematics, Science will be taught across the school from Reception onwards. At MAP2, Science will carry significant weight as a core element of the curriculum.

- Through the Marine Curriculum plan, we will provide children with opportunities to satisfy their natural curiosity in the world around them
- Working with Plymouth University, we will nurture children's interest in finding rational explanations of what they observe
- Working with sponsors and the National Marine Aquarium, we will stimulate and develop children's enthusiasm for the sciences
- We will provide children with a wide range of authentic experiences of the natural and physical world

Through explicit planning and enthusiastic teaching using the marine theme, children's natural curiosity will be harnessed to stimulate interest in finding out about the natural world. It will be considered that a fundamental knowledge of Science from Reception onwards will inform children's understanding of their crucial contribution to all aspects of the world and the universe. Through an enjoyable and comprehensive Science curriculum children will be able to make links between the value of scientific knowledge and their own contribution to the environment and wider world.

We will build upon the most effective primary practice and alongside transference of scientific knowledge there will be planned opportunities for children to experience first-hand learning through investigation. Plymouth University will provide opportunities for our children to develop a deeper knowledge and understanding of important scientific ideas, processes and skills and to relate these to everyday experiences and learn about ways of thinking and of finding out about and communicating ideas. We will employ teaching methods that will vary according to the age, ability and experience of the children and the concept being taught.

READINESS FOR SECONDARY SCHOOL

The Marine Curriculum is designed to ensure the pupils have very high academic attainment, excellent literacy and outstanding communication skills, a love for knowledge of how to learn and an eagerness to find out more.

The Marine Curriculum is designed to provide a seamless transition into the Marine Academy Curriculum

MAP2 will be sited on Marine Academy Plymouth's campus. From the onset, the primary school pupils will be introduced to 'their' secondary school. They will become familiar with the teachers, have use of the facilities and share some learning experiences.

All though MAP2 is a separate school, we intend make the students as integrated as possible from the Shining Stars Nursery, MAP2 and Marine Academy Plymouth, to create a virtual 'all-through school'. A further extension to this will be MAP2 pupils' exposure to further and higher education opportunities, working with our sponsors, Plymouth University and Cornwall College.

SECTION D2 - TERM DATES / CALENDAR/ TIMETABLE

See Section D1 for Overview of the Time Table of the School Day

See Appendix 1a MAP2 Curriculum Overview

See Appendix 1b MAP2 Curriculum Exemplar

The school day will partially mirror that of Marine Academy Plymouth's. MAP2 will start officially at 8.50am for pupils however teachers will be available from 8.30 a.m. to accept children into class. Prior to 8.30 there will be an optional breakfast club which will run from 8am. The primary school will follow and mirror the format of the school year followed by the Marine Academy Plymouth in order that families can organise their lives coherently and in confidence. All INSET days will be the same as the Academy's in order to allow CPD to be all-through. .This enables parents, carers and older siblings' convenience when escorting children to school; this will also ensure a well-organised and structured start to the school day. We envisage that the end of the school day will be 3.00pm.

The Terms will mirror that of Marine Academy Plymouth's and will also fit with other schools in the city. The school year will begin in September and finish in July.

There will be three terms and 6 half terms. Pupils will be required to attend school for 38 weeks total (190 days).

Holiday and inset days will be the same dates as Marine Academy Plymouth.

Foundation and Key Stage 1 minimum teaching time will be 21 hours weekly.

Key Stage 2 minimum teaching time will be 24 hours weekly.

PROPOSED TIMETABLE for Foundation Stage

08.00	Optional breakfast club available
08.30	Arrival period- personal welcome Self registration Parent /child activities
09.00	Join KS1 for Wake up Shake up
09.15	Session 1 balance of child initiated and adult initiated activities Children able to access outdoor play spaces throughout session Fruit and milk/water available throughout session
11.30	Focus on Phonics: phased teaching groups
12.00	Lunch break
13.00	Focus on number through action songs and rhymes
13.15	Session 2 - balance of child initiated and adult initiated activities Children able to access outdoor play spaces throughout session Fruit and milk/water available throughout session
14.30	Magic carpet story session
14.45 15.00	Open parent Play session- parents invited into play activities, celebrate day's achievements End of school day

Foundation Stage pupils will receive a personal welcome each morning celebrating the uniqueness of the child.

MAP2 deems parental engagement an important part of its strategy to raise attainment.

Parents' involvement in the education of their children has been identified nationally as a major contributory factor in overall levels of attainment in school. The Ofsted report *Learning Together* (2010) also highlights the important work of early years and primary settings with respect to developing community cohesion through engagement.

Research (DfE May 2010) confirms that parental confidence is often seen an issue in disadvantaged areas. In order to overcome this barrier parents will be

encouraged to come into the classroom from day one. After self-registration, children will be able to take part in activities with their parent. Parents will also be invited in for the last 15 minutes of each day to share activities with their children and celebrate success. The sessions will be non-threatening and parents will be made to feel equal and valuable partners in their children's education.

In this way we aim to improve communication and develop strong lasting relationships between parents and the school from the onset which we anticipate will continue throughout the pupils' time in Marine Academy Primary.

PROPOSED TIMETABLE for Key Stage 1 and 2

08.00	Optional breakfast club available
08.30 08.50	Arrival period- morning activities/settling Registration
09.00	Wake Up Shake Up- physical activity
09.15	Numeracy related activities
10.15	Outdoor break
10.30 11.30	Literacy related activities Discrete phonics lesson in phased groups
12.00 -1pm	Lunch break
13.00	Assembly, quiet time, spiritual moments.
1.30-3pm	Themed teaching, all subjects taught in cross curricular themes PHSE, Virtues and RE timetabled separately for KS2. Year 5 and 6- some subject teaching when appropriate
15.00	End of school day
15.00-17.00	Optional extended learning and enrichment activities.

How Pupils will be organised

Pupils will be in mixed ability classes of 30 pupils. There will be two classes per year group, parallel mixed ability classes. Pupils will register in these classes and remain in these classes for all teaching except that of Literacy and Numeracy.

For their literacy and numeracy lessons the pupils will be divided into groups of 6 across the two parallel year group classes.

These groups will be streamed according to ability. The groups will remain flexible and pupils will be moved around according to current needs to ensure all make good progress. A basic tenet of the primary school will be that the needs of the individual are paramount and, as a result of consistent, frequent and coherently organised assessment, those needs will be responded to by supported movement between areas.

Literacy and Numeracy are timetabled to run at the same time across the school to allow for even further streaming for individual pupils.

Class, group, paired and individual work will take place as appropriate. MAP2 will adopt highly effective and systematic approaches to teaching essential literacy and mathematics skills from the very beginning following children's admission to the school.

Children will be organised in ability groups to ensure that the learning and teaching of phonics for example, is highly effective from the earliest age in order to support pupils' reading skills as soon as possible.

MAP2 will implement 'Maths Makes Sense' (MMS) as the preferred Mathematics programme. This powerful way of learning and teaching pure mathematics is a proven method used in many successful primary schools. Maths will be taught in ability groups.

Children with English as an Additional Language (EAL) will be supported through well-structured lessons which are planned to include opportunities for children to assess their own learning. Bilingual teaching assistants will be employed to support individual pupils.

MAP2 will ensure additional and extended curriculum opportunities are planned for children who are identified as having exceptional talents and abilities. More able pupils will be supported through small group provision ensuring teaching is well matched to learning levels, one to one tuition, peer mentors and an extended curriculum through after school clubs and educational visits.

There will be an excellent range of enrichment activities through an extended curriculum for all children outside the normal school day.

At the core of all our ambitions is a recognition that significant improvement must be made in the literacy and numeracy levels of pupils. The sponsors intend to create a comprehensive approach which will focus resources from within the Academy, from sponsors and from the wider community on this improvement.

In line with this aim, MAP2 will be organised into 4 houses (Edgecumbe, Bantham, Cawsand and Wembury – names of local beaches and areas of marine value) in line with Marine Academy Plymouth in order that children will progress

through their education with a loyalty and commitment to a smaller family group which will also develop the sense of valuing and volunteering within the community. The organisation of the pastoral care of pupils will be carried out and intertwined with the Care To Achieve agenda of the Academy which inextricably links the care and nurture of all children with the challenge of ensuring that their attainment reaches and exceeds their potential.

Additional resource will immediately be employed to provide support for pupils: extended day sessions, holiday catch-up programmes, developed individual learning programmes will be deployed alongside a school wide focus across the curriculum on defined approaches to literacy and numeracy.

A key element of the proposed VLE for the academy will be that it will provide direct support for pupils and the community in literacy and numeracy.

The expectation will be that all teaching is either good or outstanding in order to promote children's learning across a broad curriculum.

MAP2 will ensure that assessment is used effectively to establish clear indications of children's strengths and areas for development. Data from rigorous assessments will result in targeting children's educational needs through small matched level learning groups in Literacy and Numeracy. High expectations will inform appropriately challenging and carefully planned lessons to include differentiated tasks ensuring planned opportunities for all children to reach their maximum potential.

There will be a range of enrichment activities through an extended curriculum offered to all children outside the normal school day. This will include a wide range of clubs to promote sports, the arts, healthy living and creative writing. These will draw upon the expertise of existing Marine Academy Plymouth staff and the existing links developed with specialist external providers (National Marine Aquarium, Cremyll Sailing and others) and our sponsors, Plymouth University and Cornwall College.

Extended learning programme

In conjunction with Shining Stars Nursery a breakfast club will be offered from 8am and MAP2 daily after school clubs until 6pm.

Breakfast Club

Will open every school day morning at 8am and run until registration. It will always have a minimum of two staff members, which will increase to fit with staff pupil ratios. Pupils will be offered a healthy breakfast consisting of cereals fruit and toast. There will be a choice of social and academic enrichment activities available such as mathematics board games, puzzles and technical Lego.

There will be a charge to parents for this club,

Lunchtime Clubs

Lunchtime clubs will run daily and offer variety of enrichment opportunities. All ages will be catered for at some point during the week.

These will include a wide range of opportunities such as sports activities, library bookworm clubs and specific skills clubs such as learning to sew or play chess.

These will be free and run by school staff, volunteers and with assistance from older pupils from Marine Academy Plymouth.

After school clubs

We will work with external agencies where possible and with our Sponsors in order to provide a sustainable and high quality enrichment programme. The majority of activities will be free and where there is a cost it will be kept to a minimum. We will work collaboratively with other local schools and establishments so we do not duplicate an existing high quality provision, but rather enhance pupil access to the provision.

Opportunities during the week will include:

Academic – Maths Club, Literacy Clubs, MFL, Science based activities

Sports – e.g. Football, rugby, hockey, netball, dodge ball, tennis, sailing

Arts and Music – Choir, drama, art and craft, textiles, dance and music practice.

Skills activities – Chess, computer, film and media, team building.

Family Learning

MAP2 will view parents and carers as co-educators in the pupils' education and will acknowledge the substantial body of evidence that recognises the correlation between parental interest in a child's education and academic and social achievement.

Family learning workshops such as 'Keeping up with the children' will be offered so parents understand how they can help their children with basic literacy and numeracy skills.

MAP2 will work with its sponsors to ensure that a variety of Family Learning programmes are in place and integrated with the work of the school. These may be targeted at specific social issues, for example a 'Dads and Lads and Lasses' programme will be aimed specifically at engaging single fathers.

SECTION D3 – CHILDREN WITH DIFFERING ABILITIES

The Sponsors of the Marine Academy Plymouth are certain that schools matter most for underprivileged and /or initially low achieving students and as part of a fundamental commitment of lifelong transformative learning, the sponsors are dedicated to creating a sustainable empowering learning environment that will 'systematically unblock every obstacle that stands in the way of individuals being able to realise their own aspiration' (Milburn Report.) Literacy and numeracy levels in Plymouth are low; Free School Meals numbers are high as are other indicators of deprivation and the sponsors believe that the transformation of performance for all pupils can be led by dynamic change and innovation. Specifically,

- A new ethos and direction for learning created in part through a Marine Environment theme embracing multiple learning environments
- A radical curricular and pedagogic initiative utilising the resources of the sponsors, particularly that of the School of Education
- A complete and relentless focus on developing literacy and numeracy, which will involve all phases of education and all the community.

MAP2 will consider all the vulnerable groups, with specific regard to :

- Pupils with SEND, (SEN + Disabilities)
- EAL
- Gifted and Talented
- Children Looked After
- BME
- Traveller families

These groups needs will be met through specific and integral strategies.

We believe that the education of students with Special Educational Needs (SEN) is the responsibility of every member of staff. The Academy aims for all students to achieve their potential and to be an inclusive institution. We provide a curriculum that is broad, balanced and differentiated, and accessible to all students. Students with SEN are entitled to the whole curriculum and special educational provision will be organised according to individual needs, whether they be communication and interaction, cognitive and learning, behaviour, emotional and social development, or sensory and/or physical. Gifted and Talented children, as other children, will benefit from the extended curriculum worked up by the university (with particular emphasis on STEM) and the Academy and Primary, enabling multi-site experiences, involving all partners. EAL ambassadors from the university will be identified and will work on a regular and frequent basis with the primary pupils to build confidence and capacity. The rigorous assessment process established at Marine Academy Primary and the systems which underpin it will ensure that CLI are tracked and monitored to make certain that their potential is reached; the Care To Achieve strategy will provide consistent monitoring and mentoring.

MAP2 vision and ethos will be underpinned by the unwavering belief that every child can achieve success and it will be fully committed to inclusion and provision of equal opportunity.

There will be:

- Focus on preventative, early identification and targeted support for children with individual special educational needs (SEN) and disabilities, matching the excellent work currently undertaken in this area by Marine Academy Plymouth.
- Emphasis on monitoring the progress of children with special educational needs towards meeting personal identified goals and targets.

For its first year, MAP2 headteacher will be the primary SENCO lead.

The vision and ethos will adhere to the National Curriculum's three main principles of inclusion:

A. setting suitable learning challenges

B. responding to pupils' diverse learning needs

C. overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Marine Curriculum will ensure that every pupil will achieve their intellectual, social, emotional and physical potential: intelligence plus character

The Marine Curriculum will create exciting and effective learning environments, appropriate to age and stage securing pupil motivation and concentration and providing equality of opportunity through teaching approaches.

High expectations will prevail for all pupils including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travelers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

MAP2 will recognise that in a socially disadvantaged area, that, for a variety of social, cultural and economic reasons, the level of development reached by some children at the time they come to school may not reflect their true potential. MAP2 will provide swift and appropriate and focussed intervention in the early years of school so all children are enabled to benefit fully from the learning experience that the curriculum has to offer.

MAP2 will also recognise that the early Identification of gifted and talented learners and provision of an appropriately challenging curriculum as essential for the fulfillment of potential.

Children will be assessed on entry to MAP2. In the Foundation Stage this will be using the Early Years Profile. For older pupils a range of assessments will be made predominately with the B Squared assessment tools plus other assessments such as NFER reading tests MIST (middle infant screening Tests) previous SATs assessments.

For pupils who are already identified as having special educational needs the B-Squared assessment tools will be used to define individual achievement and so identify individual learning needs.

All pupils will be expected to make very good progress in relation to their starting points.

The B Squared assessment tools will enable the breaking down EYFS, P Levels and National Curriculum levels into small steps. Through on going and systematic assessment we will track each and every pupil's progression through each level. This will be an integral part of the curriculum, not a bolt on, and every child will have a learning profile tracking sheet.

Those pupils identified as underachieving will receive intervention either to support and/or challenge.

This will mean supporting some pupils in achieving personal targets identified in individual education plans (IEPs) and statements.

This will mean delivering differentiated provision for individuals and groups of pupils by using school support or challenge strategies and through inclusion in the planning and evaluation of individual and group programmes.

The Marine Curriculum will be flexible so that through careful and differentiated planning knowledge, skills and understanding from earlier or later stages can be included, in order that that individual pupils can make progress and show what they can achieve.

ICT, Other Agencies and Partner Resources

Pupils will have full access to ICT and teaching will fulfil, as a minimum, all the requirements of the National Curriculum Information and Technology programmes of study. Technology will be integrated throughout the whole curriculum and in all key stages. We will keep abreast of national direction/ strategies around teaching of ICT.

Pupils will be taught to use their capabilities in ICT to organise and enhance their own learning and develop their skills across the curriculum. Pupils will be taught about internet safety and understand the issues of 'cyber bullying'.

ICT will be used as a tool to meet the needs of pupils with differing abilities. Use of technology can help create the conditions for equal opportunity to learn and equal access to the curriculum for all. ICT will be used to aid pupils with specific

physical or learning difficulties and to enrich provision for higher attaining pupils.

For example; for pupils who find handwriting difficult or impossible the use of a keyboard and speech to text software will enable greater access to the curriculum. Software programmes such as Nessie will be used to assist pupils with specific learning difficulties such as dyslexia.

Multimedia software programmes such as Education City will be used for all pupils to progress through individual literacy and numeracy challenges set by the teacher in line with their own ability. For those with access to a computer at home a home password will be given so learning can be extended into the community.

As a new school, MAP2 will continue to explore opportunities for children to make effective use of newly developed technologies so that their knowledge is able to meet the demands of twenty first century living and learning.

MAP2 will form strong links with external agencies such as Health, Educational Psychologists and Speech and Language Therapists in order to ensure that all professional recommendations are implemented to support all children.

For pupils experiencing behaviour, social and emotional difficulties the use of external provision such as the Dreadnought programme, Barnardo's counselling, will be used.

We will actively seek advice from various agencies to support individual needs as well as ensuring a robust Continuing Professional Development of staff is effective in providing in-house support.

MAP2 will actively promote community cohesion establishing links with organisations beyond the school's environment that will further support children's lifelong learning and wellbeing, helping to create a generation of children that possess skills to be successful in the 21st century.

Strategies to overcome Barriers to Learning

MAP2 will recognise what may constitute a barrier to learning and all staff will receive training in the identification of barriers to learning and gain a shared understanding of how to overcome those barriers.

MAP2 will be committed to working with pupils and their families whose difficulties are providing significant barriers to learning.

The school will work directly with identified individuals and groups of pupils to help overcome barriers to learning and raise achievement by using a range of strategies.

Good liaison and relationships with parents, appropriate agencies and the wider school community will exist in order to help remove barriers to learning so all pupils achieve at their full potential.

Teaching will be fully inclusive with a coherent approach which is both anticipatory and proactive so the needs of all learners can be met.

Intervention Support

This will be extensive, deliberate and systematic in order to achieve our aim and enable all pupils to achieve their potential.

The Marine programme of effective support will be structured around three tiers or "waves" of increasingly individualised support:

- Wave 1: inclusion of all pupils in high-quality lessons through differentiation
- Wave 2: small group intervention, designed to supplement lessons for pupils working just below age-related expectations Support at Wave 2 involves additional time limited provision in the form of small group intervention to accelerate progress and enable children to work at age related expectations
- Wave 3: one-to-one targeted intervention for pupils working well below age-related expectations. This involves focused teaching activities which tackle fundamental errors, misconceptions and gaps in knowledge or understanding that are preventing progress.

Pupils with English as an Additional language (EAL)

For MAP2 the percentage of children with English as an additional language is likely to be higher than the city's average (approximately 4% at the point of writing, but increasing.)

The main ethnic groups (apart from white U.K.) are Chinese, Black Caribbean and Black African, along with a range of individual ethnic groups from Eastern Europe. It is expected that the numbers of children with English as an additional language will continue to grow.

MAP2 will actively seek and take guidance from Plymouth's Ethnic Minority Achievement Team (EMAT) to support the aim of providing equality of opportunity for all minority ethnic pupils, including refugee and asylum seeker pupils and to meet the needs of pupils for whom English is an additional language (EAL)

The service consists of a team of consultants, inclusion support assistants and bilingual teaching assistants who work in primary and secondary schools.

Early identification in the Shining Stars Nursery, of pupils who speak a language other than English at home, or whose parents speak another language at home will enable provision to be in place from the start.

Specifically trained bilingual teaching assistants will be employed to assess and record pupils' English levels, monitor provision and provide language support.

Provision will ensure that all pupil groups will make excellent progress, with no significant discrepancies in the attainment of ethnic groups by the end of Key Stage 2.

B Squared assessment materials will be used to ensure gaps in attainment between EAL pupils and all other pupils are closed.

The majority of pupils with EAL will be expected to reach the national expected levels in English and Mathematics by the end of year 6, with a high percentage exceeding average levels in English, Mathematics and Science.

Pupils with special Educational needs (SEN)

MAP2 will be a fully inclusive school providing an outstanding education for all pupils so all pupils can achieve their potential.

MAP2 will adhere to the principles and practices highlighted in the Special Educational Needs Code of Practice specifically:

- A whole school consistency of approach to meeting children's special educational needs.
- Putting the rights of children with special educational needs at the heart of the process, allowing them to be heard and to take part in decisions about their education.
- A focus on preventative, early identification and targeted support for children with individual special educational needs (SEN) and disabilities, matching the excellent work currently undertaken in this area by Marine Academy Plymouth.
- Emphasis on monitoring the progress of children with special educational needs towards meeting personal identified goals and targets.
- Full involvement of parents.

MAP2 will have a strong commitment towards training and developing all teachers and teaching assistants in their understanding of special educational needs, along with implementation of proven successful strategies to provide the best possible support.

The experience that Marine Academy Plymouth staff have, in successfully supporting a wide range of children's individual needs will be utilised to support the development of this expertise at MAP2 in addition to this, the MAP2 principal will be the primary SENCO lead.

MAP2 will exploit proven best practice when devising interventions by seeking expertise and external support.

MAP2 will be committed to the provision of excellent care, guidance and support which will contribute significantly to pupils' outstanding personal development and enable all pupils, regardless of need, to feel safe and secure

The innovative and flexible Marine Curriculum is designed to take into account the specific needs of the pupils who will be joining MAP2 so that ALL pupils make the best possible academic and personal progress.

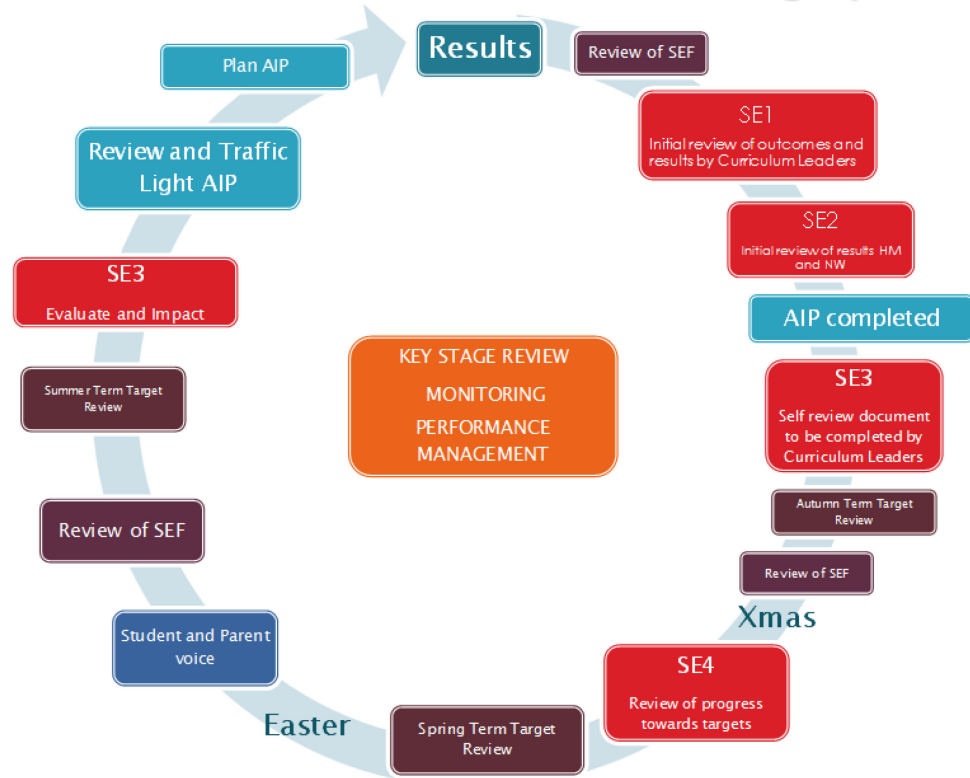
Pupils with Free School Meals

At Marine Academy Primary, the socio-economic profile, more than suggests that there will be a significant population of children entitled to Free School Meals. At Marine Academy Plymouth the 2011-2012 percentage is 34%. Therefore, work will be undertaken to track the progress of this group to ensure that (a) good academic progress is made and that (b) pupils within this group have access to opportunities for after school experiences. In addition, these pupils will be targeted to ensure that health and well-being issues are consistently recognised and addressed. For example, opportunities for 1-2-1 mentoring, tuition and reading buddies are standard. Opportunities for out-of-classroom experiences will be offered and Pupil Premium will allow the use of external providers.

SECTION D4 – MEASURES OF SUCCESS

There is a rigorous system of self-evaluation in place at Marine Academy Plymouth which will be replicated at MAP2, holding staff to account and giving full and frank appraisal of strategies in play and which need to be in play. The Self Evaluation Cycle is produced below which demonstrates clear lines of accountability and the frequency of face to face discussion with middle leaders. Performance Management will also be rigorously pursued in conjunction with self-evaluation.

MAP Self Evaluation and Planning cycle



Targets will reflect the zero tolerance for failure and high aspirations and expectations of MAP2 and will be set above National Averages

MAP2 will use targets to improve pupils' achievement and skills and to evaluate the performance of the school.

MAP2 will set targets for:

- School level, cohort level and pupil level targets for attainment in Literacy, Numeracy and Science at the end of EYFS, Key Stage 1 and Key Stage 2
- Personal achievement and learning targets with every pupil
- SMART targets for pupils with special educational needs in their Individual Education Plans.

School level targets will allow for comparison with other schools in Plymouth and Nationally and allow for evaluation of the effectiveness of school improvement strategies.

Cohort level targets will focus the teacher's attention and effort on clearly defined priorities for children's learning and progress.

Pupil level targets will help children to have a clear idea of what they need to do next in their learning and achievement of high personal standards and help parents know what they can do to support their children's learning.

Literacy Numeracy and Science targets will relate to National Curriculum levels of attainment, levels 1 to 5.

TARGETS: Reading and Spelling

By the end of Key Stage 1 we have the high expectation that at least 90% of children will reach level 2 and above in reading and spelling. This will enable a solid platform from which children will be able to maximise their knowledge, skills and understanding of all other areas of their learning. This will also ensure excellent projected progress in relation to their initial starting points on entry to the school.

At Key Stage 2 children will continue to be grouped according to their literacy levels for small group teaching. Children will be introduced to a wealth of texts exposing them to all genres. Children will be able to read texts with increased accuracy and understanding. Children will undertake a variety of literacy activities every day and be introduced to a broad range of reference and narrative material appropriate to their stage of development. Parents will be closely involved in supporting their children's literacy development.

Throughout Key Stage 2 over 90% of children will reach the expected levels in reading in each year group and by the end of year 6 we have the high expectation that at least 95% of children will achieve level 4 or above in reading.

TARGETS: Maths

A structured mathematics programme will be implemented from Reception. There will be a shared whole school maths language and the approach to maths teaching will be dynamic and flexible.

Children will be assessed and grouped according to mathematical ability and properly challenged through planning and delivery that meets their specific competence irrespective of chronological age. Children will be able to work with others who are at the same stage in the curriculum. This supports both the more able children and those who need more time to learn, or are younger within their year.

By the end of Key Stage 1 our expectation is that at least 90% of children will reach level 2 + or above in mathematics and by the end of Key Stage 2 at least 85% will reach level 4 or above.

Summary of targets for KS1 and KS2. All these targets exceed the National Averages.

	Key Stage 1 Level 2+	Key Stage 1 Level 3	Key Stage 2 Level 4+	Key Stage 2 Level 5
English	87.5%	35%	85%	40%
Maths	90%	35%	85%	40%
Reading	90%	35%	95%	45%
Writing	85%	30%	85%	30%

As science is at the heart of our Marine Curriculum our target for science will be 100% of pupils achieving or exceeding the national averages. The national averages for level 4+ is 85% and for level 5 the national average is 35%. We will set a target for 100% of our pupils to achieve a level 4+ and to exceed 35% at level 5.

We will use previous KS2 SATs papers to verify our assessments.

Pupil Assessment and Tracking

MAP2 will have portfolios of assessment on each and every pupil. These will include tracking sheets using the small steps assessment system form B Squared.

Tracking and assessment from levels P1 to level 5 will take place for all subjects and for PHSE and citizenship.

MAP2 will know at all times precisely what progress each child is making and what to do in order to ensure rapid and sustained progress takes place. This will ensure our aspirations for outstanding pupil achievement and a high performing school are met.

The key purpose of assessment will be to:

- Provide a clear indication of pupils' strengths and weaknesses;
- Help raise standards and achievements;
- Act as a means to inform planning; and
- Enable children to progress in their learning;

Children will be assessed rigorously in many different ways using both summative and formative assessment.

Children will be continuously assessed in both Literacy and Numeracy enabling staff to evaluate on a regular basis, providing excellent teaching and learning for all children. Phonics screening, NFER reading spelling and Maths assessments

will allow for standardised comparison with age related expectations.

In all other curriculum areas children will be assessed half termly with outcomes used to inform planning.

Statutory tests at the end of Key stages 1 and 2 will provide essential information on overall standards and attainment compared to National averages and allow for essential benchmarking.

Performance Indicators In Primary Schools (PIPS) assessments will be implemented at the end of each year for all year groups (year 1 to year 6). The Foundation Stage Profile (while still a requirement) will be completed by the end of Reception.

MAP2 will ensure that assessment in Reception has a clear focus on children's progress in the basic literacy, expressive language and mathematical skills. It is intended that assessment in the Early Years will be robust and enable focused timely teaching.

All pupils will be expected to make at least two sub levels of progress (3 points) annually throughout years 3 to 6 in Reading, Writing Mathematics and Science. The majority of pupils (60%) will be targeted to achieve better than this by making an average of 4 points progress.

This will ensure that pupils' overall progress over Key Stage 2 will exceed national expectations by 2018 when the first cohort leaves the school.

Assessment for Learning (AfL) and the Assessment of Pupil Progress (APP) will be integral to all teaching to ensure that each child's strengths and areas for development are known and that each child knows what it is they need to do to improve.

It is expected that results will show that children make significant progress by the end of each Key Stage, making significant progress compared with their starting points by the time they leave the school.

In all year groups individual targets will be set for each child at the beginning of each term and reviewed as the term progresses. A robust and rigorous cycle of observation and monitoring will provide on-going evidence of the quality of teaching and teachers' continuous assessment of children's learning.

Assessment information will be used to track pupils' progress, and all assessment data will be analysed termly to provide progress reports on outcomes for individual pupils, groups of pupils (SEN, EAL, more able, girls, boys, ethnic groups, FSM), overall outcomes for each class, year group and whole school.

MAP2 will ensure that assessment is effectively used to provide a clear indication of children's strengths and areas for development; to support and maintain anticipated high levels of standards; to inform planning; and to ensure that all children make excellent progress in their learning.

Assessment data at MAP2 will be used at the individual pupil level, cohort level, year group and whole school level to continuously evaluate overall standards and achievement in order to strategically plan for sustained and on-going improvement.

SECTION D5 - ADMISSIONS

The admissions policy will be in line with the Local Authority; MAP2 will share the admissions policy of Marine Academy Plymouth which will act as the Admissions Authority for the school. The School's Published Admission Number will be 60. The School will always admit a pupil with a statement where the school is named in that statement. Admissions will take place in September each year, except where an in-year admission is requested and processed according to the regulations

Please refer to the Plymouth City Council Admission policies for Primary and Secondary education which are given at Appendix 2a and 2b

If there are fewer applications for a place in the Reception than there are places available, everyone is offered a place. Governors will use the following criteria to decide which children should be offered places when there are more children wanting to go to MAP2 than there are places available.

1. Children in public care ('children looked after) under the provisions Section 22 of the Children Act 1989.
2. Children whose parents or carers can take up or retain a permanent post in MAP2 where there is a recruitment or retention need to offer a place. (Awaiting legislation).
3. Children of twin/multiple births living at the same address if they were to be admitted under category 4 below up to the agreed admission number of MAP2.
4. Children, who have an older sibling attending Marine Academy Plymouth living nearest to the Academy measured as the crow flies, that is, in a straight line from the child's home to the proposed entrance of the Marine Academy Primary site. (Travel by private car or public transport is not taken into account).

Tie-breaker

Where we have to choose between two or more children in the same category as each other, then the nearer to the school the child lives - as measured by a straight line on the map using the City Council's electronic mapping system - the higher the priority. Measurement points will be from an internal point of the building concerned (usually the visual centre of the building). Flats are therefore taken to be the same measurement point regardless of floor of location.

Waiting Lists

Unsuccessful candidates will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained by the Academy in order of the oversubscription criteria set out above and not in the order in which applications are received or added to the list.

Parents/carers will need to confirm termly whether they still wish to remain on the waiting list, and pupils will remain on the waiting list whilst they are of Reception age.

Late Applications

Late applications will be considered if a vacancy occurs. If no vacancy occurs then the late application will be added to the waiting list.

The admission of pupils with a statement of Special Educational Needs, where Plymouth City Council has agreed to name the Academy on a child's statement (under Section 324 of the 1996 Education Act), is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by Plymouth City Council. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

After an offer has been made of a place at MAP2, the school will require 2 proofs of residence of the permanent home of the child to confirm the place. One of these must be a notification of Child Benefit from HMRC unless the parent/carer is not entitled to Child benefit when another proof of residence must be provided. Another proof of residence must be a council tax document, child's medical card, a gas or electricity bill, bank or building society letter or similar less than 3 months old. Confirmation of date of birth of the child will also be required.

If a child has been allocated a place and the parents/carers move before the child's admission, the application for the place may be reconsidered. This may result in the offer of a place being withdrawn if, for example, the address is further away.

Siblings

A sibling is defined as a full brother or sister, a step/half brother or sister living at the same address, a child who is living as part of the family by reason of a court order or a child who has been placed with foster carers as a result of a being looked after by a local authority.

Note

Unfortunately there have been some cases where parents have been tempted to supply false or inappropriate information to try and get a place at a particular school, for example by giving the address of a relative instead of the home address. Information supplied by parents/carers is checked. If it is found that false information has been provided and a place has been obtained because of this,

the place offered is likely to be withdrawn. Parents/carers will still have the right of appeal if the place is withdrawn.

SECTION D6 – BEHAVIOUR MANAGEMENT, PUPIL WELLBEING AND ATTENDANCE

Exclusions

Marine Academy Primary school is committed to valuing diversity and to equality of opportunity.

We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation.

Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at MAP2 should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school.

The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted. MAP2 is aware of the recent policy development that holds schools to account for the education and outcomes of pupils who are excluded.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour and Discipline Policy;
- Anti-Bullying Policy;
- Physical Intervention Policy.

No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Risk of harm to the education or welfare of the pupil or others in the school.

Any exclusion will be at the decision of the Headteacher, in consultation with the Governing Body, as appropriate.

Child Protection

All members of the school community:

- Are aware of their responsibilities in relation to safeguarding and child protection
- Know the procedures that should be followed if they have a cause for concern
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the school's commitment to safeguarding and child protection

Aims

To ensure that children are effectively safeguarded from the potential risk of harm at Marine Academy Primary School and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate

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Behaviour Management

MAP2's approach to behaviour management will have a strong emphasis on actively promoting positive behaviour throughout the school, with clear incentives and systems to support this.

Remaining positive and learning from the experience will be central to behaviour management at MAP2. Mediation and 'restorative justice' type techniques will be used when appropriate in order to fulfill our aim of equipping pupils with skills they need for life.

For example after an incident staff will encourage pupils to define the problem; identify and agree key issues; discuss and brainstorm possible options; negotiate a plan of action and agreement; and follow-up and evaluate outcomes.

A panel of pupil 'experts' from the Pioneer Stage will be selected and given the responsibility for assisting with behaviour management by becoming trained in the principals and skills of peer mediation. Peer mediation is a process whereby pupils help disputants of their own age range to find solutions to a range of conflicts.

This fits with the ethos and educational vision of the school and the aim of preparing pupils for all dimensions of their life.

MAP2 will implement a 'Where Stars Shine Brighter' merit reward and sanction system where pupils who consistently behave are recognised and rewarded and those who choose to misbehave are given both sanctions and guidance.

The schools policy on behaviour management will be clearly understood by all staff pupils and their parents and form part of the schools induction procedures.

----DRAFT Behaviour Management Policy----

The nature of good behaviour at Marine Academy Primary:

We believe that good behaviour means that everyone in our school is:

- careful and kind
- polite and friendly
- helpful and considerate
- quiet and hardworking

We believe that the benefits of good behaviour are that

- **Children:**
 - learn what good behaviour means
 - learn to care for others
 - feel happy and safe
 - learn to be good friends
 - develop self-confidence
 - do as well as possible in their work
- **Staff:**
 - teach effectively without disruptions
 - meet the needs of all children
 - work positively with parents
- **Parents:**
 - feel confident that their children are being taught in a safe and secure environment.

Aims

We aim to create a stimulating and caring environment where all children irrespective of race, gender or disability learn :

- to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

The school works to achieve these aims by:

- planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, social, aesthetic and moral development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- providing clearly-defined and consistent boundaries which are carefully explained to the children;
- acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- providing a supportive environment where appropriate behaviour is encouraged, noticed and praised;

Through experiences and activities:

In the classroom

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Marine Academy Primary we aim to be fair and consistent and to set realistic expectations. Praise and encouragement are given for appropriate behaviour.

We believe it is necessary to define, both by example and by explanation, what constitutes appropriate behaviour. This will occur as part of normal classroom Personal, Social, Health and Citizenship work and also at times when inappropriate behaviour has occurred.

Within the classroom, staff are expected to:

- work under clearly understood rules;
- ensure that work is appropriate to children's abilities;
- set clear objectives and targets, focusing on LEARNING;
- give clear instructions and explanations;
- set clear work requirements for children;
- handle misbehaviour quickly and calmly.

In the school

Children are encouraged to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their work displayed throughout the school.

The school has a 'House' system where the children work collaboratively together for the benefit of the team. These 'houses' are vertically grouped.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and libraries. This means working or moving around the school quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use.

At whole-school assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during acts of collective worship.

At lunchtimes, children are encouraged by the lunchtime staff to behave in a quiet and controlled manner and to remain seated while eating.

In the playground

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the teachers and teaching assistants on playground duty at morning break (and afternoon break for KS1) to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and / or the Headteacher may be informed if any behaviour has caused particular concern.

During the lunch break, the lunchtime staff assumes responsibility for the children with the Headteacher (or, in the head's absence, a designated member of staff). During wet weather, the children remain in the classrooms. Staff are expected to supervise the children during wet playtimes or arrange adequate supervision on a shared basis with other teaching / support staff. Each classroom has a supply of "wet playtime" games and activities and the children are given clear guidelines about which activities they may use during wet playtimes. During wet lunch breaks, the Lunchtime staff arrange appropriate supervision of, and activities for, the children.

Parents of any child who persistently disrupts lunchtimes for others may be contacted by the Headteacher to discuss ways of supporting the school. Parents may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact parents and discuss arrangements.

Our overall aim is to create a positive learning experience for every child.

The school's policy is to draw attention to, and give specific praise for, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

- ! providing a well-organised and stimulating classroom and curriculum;
- ! sharing successes verbally with other children and adults;
- ! sharing successes during class and whole-school assemblies;
- ! using stamps and/or stickers in children's books;
- ! giving certificates to celebrate specific successes;
- ! arranging special activity times to reward children for behaving well;
- ! focusing on and praising appropriate behaviour;
- ! defining appropriate behaviour as a positive, rather than negative, statement, e.g. "Work quietly" rather than "Don't talk"; 'Walk please' rather than 'Don't run'
- ! making praise specific, e.g. "I'm really pleased you have shared the paints with John today" to a child who finds co-operation difficult;
- ! speaking to children quietly and calmly;
- ! speaking to children courteously, without the use of sarcasm;
- ! smiling

Behaviour management

Behaviour System

The children must be aware of the rewards system that is in place and the consequences, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in school. These should be clearly displayed in each classroom.

Key Stage 1 (include Foundation only when/if appropriate)

Each class has a visual SUN. All children's names are automatically on the sun as a sign of their good behaviour.

Children's names are moved to a star as a reward for exceptional behaviour/effort/achievement

There are also three clouds. A white and dark and stormy cloud. These are a form of visual reminder to children whose behaviour becomes a cause for concern and are part of the sanctions system (explained below).

Key Stage 2

Each class has a grey card on/near whiteboard. Names are written on this card as a visual reminder as part of the sanctions system.

Class Charters

Display chosen rules of class.

Display rewards and sanctions alongside charter.

Rewards

Rewards should be given for behaviour and effort:

Achievement (for that child's ability) in class work

Good behaviour

Examples:

Lining up sensibly

Eating lunch sensibly

Acts of kindness

Tidying up well

Helping another child

Sitting well in assembly

Listening well

Playing sensible games at playtime

Trying hard

Acts of thoughtfulness

Tidying up and taking care of the environment, being good citizens.

Daily 'one off' instant REWARDS could be:

Oral praise

House points

Written praise

Stickers

Smiley faces in books etc.

Certificates

Clap from peers

Special job/responsibility

Sent to another teacher

Cumulative Rewards

House Points and house treats

Whole class rewards such as few minutes extra playtime, video, something of their choice.

House/ Class/ Individual certificates in Friday 'celebration' assembly.

Sanctions for unacceptable behaviour

Sometimes, however, for a variety of reasons, a child will continue to find it difficult to behave in an acceptable manner. If this happens, there are further strategies and sanctions that may be used by staff to encourage the child to develop greater self-esteem, self-discipline and thought for others.

1. A verbal warning

This should be verbal. It should be clear and firm. The pupil should be told what it is she/he is doing wrong and told they have a warning.

For example '*You were talking when you should have been listening. Therefore you have chosen to break a school rule so you have a warning. Next time you choose to break a rule your name will be written on the grey card/ white cloud.*'

2. Name on board/white cloud

Name moved to white cloud KS1 or written on the grey card (KS2) . This should follow above warning and should be stated in terms such as:

'I've already given you a warning this session/lesson/playtime now I'm taking your name off the sun/writing your name on the board'

If a pupil has then behaved appropriately until the end of the session/lesson the name should be put back onto the sun, ready for a fresh start next session KS1. In KS2 the name should stay written up for the rest of the whole morning or afternoon then wiped clean.

If pupil breaks another rule whilst name is written up, then move to stage 3 of the

consequences.

3. Miss a playtime

KS1 Name moved to dark cloud and 5 minutes time out in class. If child continues to display inappropriate behaviour then move name to stormy cloud and send to C11 or C12 until end of session.

KS2 Place a tick next to name. These children will miss all or part (appropriate to age) of the next playtime (even if it is the next day). This should be logged.

Lost playtimes will take place outside the staff room door. During this time the children should sit in silence and reflect on their behaviour.

4. Speak with parents

Should a pupil miss 3 separate playtimes in quick succession the Headteacher will contact the child's parents and ask for a meeting to discuss child's behaviour.

Parental involvement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. The school welcomes the interest and close involvement of parents and we hope that parents will support the school's behaviour policy. Parents, and children, are encouraged to sign the Home/School Agreement.

Marine Academy Primary school has a structured programme which ensures that parents have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour.

Informal contact with parents, before and after school, is encouraged but parents are invited to discuss more specific concerns with class teachers or the Headteacher by appointment if at all possible.

If a child's behaviour gives particular cause for concern, parents will be involved as soon as possible. Parents are invited to work with the school in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have a personal behaviour plan, agreed with the parents, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

The use of physical intervention

The use of force to control or restrain pupils is a last resort – by a **fully trained**

staff member (Team Teach) - and can only be used to prevent a pupil from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own;
- engaging in behaviour at school or on school activities/visits which is seriously prejudicial to the welfare of other pupils or staff.

All incidents of physical intervention must be reported to the Headteacher immediately and logged in accordance with the Academy's Policy.

Further guidance for staff

Social and Emotional Aspects of Learning materials 2005

Evaluation of Policy and Practice

The effectiveness of this Policy in achieving the stated aims will be formally reviewed in accordance with the Academy Improvement Plan, annually.

---- DRAFT POLICY ENDS----

MAP2 will rigorously and consistently enforce its expectation that all pupils will behave. In line with 'Getting the Simple Things Right' (DFE Charlie Taylor's Behaviour Checklists, 2011) MAP2 will have a set of non-negotiable essential actions to promote good behaviour which will apply across the school.

Policies and procedures will be implemented at MAP2 with rigorous systems in place to monitor any incidents of bullying. The school will have zero tolerance for bullying and strategies will be in place for swift and early identification and action.

At least one member of staff will attend training on Cyber bullying, Race and religion, SEN and disabilities, Sexual and gender and general bullying in order that in house expertise and advice is immediately accessible.

The Marine Curriculum will ensure pupils are taught strategies and knowledge to keep themselves safe from harm, for example bullying, internet, and drug and alcohol abuse.

The Virtues Project will promote the qualities and skills needed for healthy minds and pupil well being.

-----DRAFT Anti Bullying Policy-----

Bullying and Harassment Policy

We believe that our school should be a place in which we:

Are Healthy

- feel safe, secure and cared for
- take responsibility for having a healthy lifestyle
- respect and celebrate the differences between people
- develop warm and happy memories

Stay Safe

- in a school that is well looked after
- in a caring community
- know how to keep safe
- know who to talk to

Achieve Economic Well Being

- value our achievements
- take responsibility for our school
- work together to fund projects and give to those in need

Make a positive contribution

- value myself and others
- play my part at school and in the community
- take responsibility for my behaviour, communication and relationships
- express my views and listen to those of others

Enjoy and Achieve

- achieve excellence
- celebrate success
- share joy, laughter and excitement
- strive to learn and try new things
- in a rich and stimulating environment
- with a broad exciting curriculum
- in the way that is best for me

We aim to challenge and prevent bullying through fostering an inclusive and open environment in which difference is celebrated and appreciated. We will not tolerate incidents of bullying or harassment within our school.

Bullying will always be taken seriously. Bullying will never be tolerated.

Definition of Bullying

The term 'bullying' refers to a range of harmful behaviour, both physical and psychological. Bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist, homophobic/ transphobic, and disablist bullying;
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible;
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it;
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/termsanddefinitions/definitions>

Although one-off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved.

It is also possible for members of staff to be bullied by the children in their care.

Types of Bullying

Bullying may take various forms, including:

Physical

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property
- Deliberate targeted exclusion from peer-group activities
- Extortion (e.g. of pocket-money or items in packed lunch)

Verbal/Psychological

- Threats or taunts
- Shunning / ostracism
- Name calling / verbal abuse

- The refusal to acknowledge the cultural/ racial/ familial background of an individual.
- The refusal to acknowledge/ respect the sexuality or gender identity of an individual.
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

Prejudice-related bullying (e.g. racist, homophobic, disablist, sexist)

Any of the above examples may be experienced within prejudice-related bullying. Further, more specific examples may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of (e.g.) race, colour, ethnicity, sexual orientation, gender, gender identity, physical or sensory ability, religion, learning difficulty, and mental health problems (whether relating to the object of the bullying or relating to a member of their family or a friend)
- Refusal to co-operate with others on the basis of any of the above differences
- Negative stereotyping on the basis of sexual orientation, race, ability, gender (etc., as above)
- Promoting offensive materials such as racist or homophobic leaflets, posters, graffiti, magazines or computer software on school premises
- Failing to actively discourage such material from within the school community.
- Refusing to use ones chosen moniker or personal pronoun.
- An insistence upon a previously disregarded name or personal pronoun which does not correspond with the presented gender role of any individual.
- Continued association of a word/ term that is primarily used to connote a minority group with negativity or aggression. For instance calling another child who fouls at football 'gay', or referring to an object as such.

The specific unacceptability of prejudice-related bullying should be explicitly discussed in the classroom on a termly basis.

Sexual

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material.
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Sexual bullying can spring from, or be expressed within, prejudice-related attitudes and motivations (e.g. sexism, homophobia, transphobia).

Gifted / Talented

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

The above categories of bullying are not mutually exclusive.

Cyber-bullying

An increasing amount of bullying by school age pupils is that which can be described as cyber-bullying. Cyber bullying is a way of carrying out bullying as detailed in the categories above. Hence, it is not a kind of bullying itself but a method.

Such incidents can include

- Abuse on-line or via text message
- Interfering with electronic files
- Deliberate exclusion from online groups, forums or networks
- Undisclosed covert filming or photography of an individual
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams / mobile phones, etc
- Interfering with e-mail accounts

At Marine Academy Primary we aim to deal quickly and efficiently with incidents of Cyber-bullying. Children will be encouraged to report any incidents to staff, and will be taught not to delete any messages.

The Network Manager is able to monitor all e-mail accounts and saved files. This allows us to check for inappropriate activity. We filter internet access and websites to which the children can gain access.

The Effects of Bullying

The impact and severity of bullying may vary. It is generally perceived as a way of exploiting and manipulating one's own perception of difference. Bullying always makes the victim feel hurt and destroys self-esteem.

Bullying has an equally serious impact on the bullies themselves and is often indicative of anxiety or trauma in the history or presentation of the person who bullies.

We understand that it is imperative for bullying to be dealt with in its initial stages. This is because we recognise the potential for serious harm that can occur if bullying is allowed to escalate. Children who have been bullied are at a significantly higher risk of self-harm and suicide. We know that bullying impacts seriously upon school attendance.

Links to Other Policies

This policy impacts upon and should be used in conjunction with the following complimentary policies:

- Teaching and learning policies
- Single Equality Scheme
- Behaviour policy.
- Restraint policy
- Child protection policy
- Health and Safety policy
- Whistleblowing policy
- Confidentiality policy

The various strategies of our behaviour policy aim to encourage good behaviour and consideration towards others. If the behaviour policy is implemented effectively, within an inclusive educational and pastoral environment, there will be few incidents of bullying. At Marine Academy Primary we recognise that no school is ever completely devoid of bullying incidents and our aim is for there to be a minimum of such occurrences which are swiftly and effectively dealt with.

Our behaviour policy promotes a positive whole school approach to behaviour. This is done by:

- enhancing the self-esteem of all members of the school community
- clearly stating the boundaries of acceptable behaviour (rules)
- reinforcing positive habits (rewards)
- encouraging personal responsibility
- developing interpersonal skills
- responding promptly, firmly and consistently to pupils who test those boundaries (sanctions)
- striving to understand that children understand and experience the world in different ways.

When children become aggressive and threaten their own safety, that of others or persistently disrupt the discipline and learning of the class, reasonable force may be used in accordance with our restraint policy. This will be recorded in a securely bound and numbered record logbook, which is kept in safety in the administration office. Staff who express a desire to do so, or whose job role makes it necessary, will be trained in Team Teach techniques. Children who are considered likely to require such intervention will have a specifically designed Behaviour Support Plan which will detail how we can best support them when in crisis.

Strategies for the Prevention of Bullying

A proactive approach to teaching and learning will help to engage children in learning, build self-esteem and make children part of the school learning team. We shall consider different learning styles and provide a curriculum that aims to be of interest to all pupils.

We recognise that the example that is set by adults in their relationships with other adults and with children will have a great effect on the way that children behave towards others.

We raise an awareness of bullying and its effects both on the victim and on the bully through circle time, assemblies, role play, stories and discussion with individuals. We aim to build an anti-bullying ethos. This may include direct exploration of bullying related issue as well as diversity awareness raising work. Such work must be regularly embedded in the general curriculum, in order that such messages are not forgotten and we do not see a repeat of previously demonstrated behaviours.

By raising awareness we aim;

- to create a culture where bullying is not accepted and does not happen
- to encourage those who are bullied to tell an appropriate person
- to help individuals cope with bullying
- to help individuals to respond to bullying

Our curriculum is inclusive of the seven legislated strands of equality and, through such inclusion, we encourage open questioning and exploration of each individual self. We believe that by creating such an ethos, bullying is less likely to occur as children are routinely taught that difference of all kinds is not something to be feared, but something to be embraced and valued

Children will be specifically told on a termly basis that which constitutes homophobic/racist bullying, and that this is particularly unacceptable within our school. This will include a particular emphasis on the use of the word 'gay' as a negative.

All of those strategies which are set out in our behaviour policy to promote good behaviour will help to prevent bullying.

Co-operative behaviour is encouraged e.g. through circle time, group work, a strong school identity.

The development of a caring, supportive and trusting relationship between adults and children at Marine Academy Plymouth will help to prevent incidents of bullying. Members of the school community need to feel confident that reported incidents will be appropriately responded to and will be taken seriously.

Other people within the school also have an important role to play in the prevention of bullying:

- any person may act to prevent situations which they see arising. Members of the school will be made aware of the important role and responsibilities that they have in spotting inappropriate behaviour or language and in reporting to key members of staff. Children will be taught to report and support individuals who may be being bullied.
- playground buddies may be appointed to work with a named child, encourage good play or intervene where children are being unkind or when a child needs a friend.
- Relevant access to outside agencies and support will be provided where necessary and certain helpline numbers (e.g. Childline) will be constantly available throughout the school. Childline posters will be placed within the hall and corridors.

We appreciate that some children find it very difficult to maintain and build appropriate friendships, and we will endeavour to teach such individuals these vital skills.

We will continually evaluate our provision at playtime, in order to encourage appropriate behaviour and build positive relationships during unstructured times.

Circle Time/pastoral discussions

Circle time/pastoral discussions are an important part of preventing and coping with bullying at Marine Academy Primary. This time takes place regularly within classes. It:

- builds teams
- creates a safe place to explore issues of concern
- explores the handling of relationships
- enhances communication, both speaking and listening
- encourages understanding of the views of others
- invites tolerance
- encourages a problem solving approach to problems
- affirms the strengths and enhances the self-esteem of each member

Reporting and Recording Bullying

Children will be made aware that they must report incidents of bullying towards themselves or others to an adult. Parents will be reminded to report any concerns that they have.

Support staff will be encouraged to refer incidents of bullying to a teacher or the Headteacher.

Reports of bullying among staff should be promptly reported to the Headteacher who will act or offer advice accordingly.

Children and parents will be reminded that all reports of bullying will be listened to, investigated and, if necessary, acted on.

All reports of bullying will be listened to, investigated and, if necessary, acted on according to our policy.

It is essential that all bullying incidents of a phobic/racist/disablist nature are recorded in writing immediately in accordance with guidance provided by the Equality and Diversity Service. A copy of any such report must be given to the Headteacher.

We record all incidents of bullying via a Bullying and Diversity Incident log book. This book is placed in the administration office. Statistics from this log are reported each term by e-mail. It is the Headteacher's responsibility to ensure that this is done.

Responding to Bullying – Children who exhibit bullying behaviour

If bullying does occur, all child/ children exhibiting such behaviour will be made aware that bullying will not be tolerated.

Key points in our response to bullying will be:

- never to ignore reported or suspected bullying
- not to make assumptions or come across towards a victim as judgemental
- to listen carefully to all accounts (sometimes a written account will be more revealing)
- to adopt a problem solving, pro-active approach
- to follow up repeatedly

The response will depend on the severity of the incident. The response may include:

- discussion between adult and children involved
- questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.
- Note taking and record keeping where appropriate.
- a problem solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim.
- class discussion in circle time (no names)

We believe that **all** children, regardless of the apparent actions, have the right to be heard and to explain their 'side of the story' without any kind of pre-judgement. **Therefore it is vital** that staff do not make judgements of any kind about children until an appropriate process has been undertaken and as many facts established as possible.

If bullying persists further strategies will be adopted:

- sanctions as those listed in our behaviour policy
- discussion with parents, both to inform parents and to find a way forward together
- involvement of external agencies
- part time or temporary exclusion
- permanent exclusion (as a last resort, after all other routes have failed or as a response to an incident of extreme severity)

We must remember that for a child who uses bullying behaviour this can often be the only identity in which they feel comfortable and secure. Such children can often wish to be more socially acceptable models, but can find it is increasingly difficult to step away from their position as 'the bully'.

We must ensure that this myth of identity is not perpetuated by staff or by children. When incidents of bullying have occurred, we must support all those involved. This should include allowing each child ways in which to adopt a more successful and purposeful role and identity within the school community.

Responding to Bullying – Supporting children who experience bullying

Children must be made aware that they will be supported and taken seriously if they report bullying. The slogan 'Don't Suffer in Silence' will make this idea more memorable.

Children should be made aware that they do not 'deserve' to be bullied. We will endeavour to teach the children a variety of anti-bullying techniques which they can use in key situations and to reinforce the individual self-esteem and self-worth of children at all times.

Bullying amongst Staff

We recognise the seriousness of bullying in the workplace and the impact that this can have on whole-school relationships, morale and productivity. We cannot best support the children, if the staff team is not working together as a team. We aim to support individuals who may be experiencing such bullying at work, and would endeavour to help them find ways to tackle bullying behaviour. This may include additional training, removal of staff from certain environments, or re-assertion of job descriptions and roles. Bullying among the staff body should be immediately reported to the Headteacher. If informal resolutions are unsuccessful, the formal disciplinary procedures will be put in place.

We recognise that such bullying among adults often manifests as seemingly negligible, low-level psychological incidents, rather than more overt, physical bullying. We would encourage staff to remember that such repeated incidents do constitute bullying and should be dealt with, even if they appear comparatively minor.

It is important that we clearly give the message that anyone can be a victim of bullying and that our school is one that treasures and embraces all differences and abilities.

Roles and Responsibilities

Adults at school all have a part to play in preventing and responding to bullying. All have been consulted in the drawing up of this policy and should subscribe to it.

If adults become aware of bullying they must respond or refer the matter on to a teacher or the Headteacher or the Chair of Governors, who will respond.

Children must be made aware that they should report all incidents of bullying to an adult. This is their part of the responsibility to confront bullying together.

Adults at school must also be vigilant for signs of bullying that has not been reported. The victim may show signs including absence, anxiety, pains, and sadness.

Involving Outside Agencies

When strategies within school have little effect, or when additional support would be beneficial, outside agencies may be involved. This may also be used to raise awareness of general bullying issues or to gain specific input on prejudice or phobic/ racist bullying.

Such groups will also be approached to provide staff training as necessary.

Bullying Outside of the School Premises

The school is not directly responsible for bullying outside of the school premises, however we do have a responsibility to do all within our power to ensure that children are safe on the journey to and from school. We aim to influence children's attitudes to help to decrease incidents of bullying outside of school.

Pupils will be encouraged to tell an adult, family member or teacher, if they are bullied outside of school. Steps taken might include:

- discussion with parents of bully or victim
- talking to the local police
- talking to a representative of the playing field committee
- talking to pupils about how to handle bullying outside of the school's premises

Implementing the Policy

The response to bullying needs to be consistent as set out in this policy. Everyone needs to be aware that:

- bullying will not be tolerated
- bullying should be reported
- bullying will be responded to.

Staff and pupils will need regular reminders of the policy over time to ensure that it is remembered.

Monitoring, Evaluating and Reviewing the Policy

The implementation of this policy must be monitored to ensure that it is being followed and that it is effective. This will be by staff through the staff voice questionnaires and by children through the School Council and through discussion.

The effectiveness of the policy will be evaluated by staff discussion and by the appropriate governors' sub committee.

The policy will be reviewed and if necessary updated annually.

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-----DRAFT Anti Bullying Policy ends-----

In addition to the policies outlined in this section, Pastoral Support Programmes and learning Mentor programmes will be used to help individual pupils improve social, emotional and behavioral skills.

Attendance

It is an expectation that all children will attend the Primary Academy every day and on time. Accordingly, 100% Attendance will be recognised and rewarded.

Absence Due To Illness

If a child is ill and is not able to attend then parents/ carers must inform the MAP2 Attendance Officer as soon as possible, preferably by telephone on the same day. If MAP2 is not informed of a child's absence then the parent/ carer will receive a telephone call from the Attendance Officer. A written note is required in order to record reasons for absence. MAP2 is then able to record a child's absence as 'authorised'. If MAP2 is not given a reason for absence then the absence will be recorded as 'unauthorised' and counts as truancy.

Persistent Absence

If a child is persistently absent without a valid reason this will be formally followed up by MAP2. Parents will be contacted and if necessary asked to attend a meeting with the Attendance Officer and/or a senior member of staff. Persistent lack of attendance will be followed up by MAP2's attendance procedures, and in extreme cases legal action may be taken.

Special Circumstances For Absence During Term-Time

Holidays taken during term-time are actively discouraged by the DfE and schools are unable to condone absence due to family holidays. In exceptional circumstances the Principal can agree up to 10 school days for absence, which must include any religious observance days taken during term-time. Any request for special absence must be put in writing to the Principal. Any absence beyond an agreed time with MAP2 will be recorded as 'unauthorised' and will be reported and formally followed up.

Promoting good attendance by responding to and meeting the needs of the whole school community is central to the securing of good pupil outcomes.

-----DRAFT Attendance Policy-----

ATTENDANCE POLICY

Rationale

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will also make the best provision we can for those children who, due to ill health, are prevented from coming to school.

Under the Education (Pupil Registration) Regulations 1995, the Governing Body is responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether the absence was authorised or unauthorised.

ARRIVAL AND REGISTRATION

- All children should be ready to come into school at **8.50 a.m.** each day although children are entitled to enter the school from **8.35 a.m.** The register is taken twice a day at **8.55am and 1.00pm.** A day counts as 2 attendances.
- Morning registration ends at 9.00 a.m. If a child arrives after the registration period, she/he will be marked in as Late. After 9.20 a.m. this will become an Unauthorised Absence. The afternoon register is taken at 1.00 p.m.
- It is essential that children arriving and leaving school with a parent/guardian outside the normal hours are signed in or out from the office. The signing in/out register in the office is used in the case of an emergency or a fire drill.

ILLNESS AND MEDICAL APPOINTMENTS

- Every effort should be made to arrange medical appointments outside school hours. If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment.
- The school office should be informed during the morning of the first day of a child's absence through illness and then each morning, if appropriate, for the duration of the absence.

DEFINITIONS

Authorised Absence

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. For example, if a child has been unwell and the parent writes a note or telephones the school to explain the absence. Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence.

Unauthorised Absence

An absence is classified as unauthorised when a child is away from school without the permission of the Headteacher.

IF A CHILD IS ABSENT

- When a child is absent, the class teacher will record the absence in the register.
- The school office will endeavour to contact the parent or guardian, if no message has been received by 9.15am regarding the reason for the absence.
- Parents are, however, expected to email or telephone the school by 9.00a.m. on the morning of the day of absence to inform the school that their child will be absent. They are asked to state a reason.
- If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the school office. The school will then be in contact straight away with the parent or guardian, in order to check on the safety of the child.

THE EDUCATION (PUPIL REGISTRATION) REGULATIONS 1995

Section 8(1) "Leave of absence may only be granted by a person authorised in that behalf by the proprietor of the school". Section 8(3) of this act gives the school discretionary powers to grant leave of absence for the purpose of annual holiday during term time.

Holidays in term time are **not** an entitlement and are strongly discouraged by the Government, Local Authority, the Governors and the school.

HOLIDAYS

The Governors recognise that pupil absence during term time can seriously disrupt a pupil's continuity of learning. Parents are therefore strongly urged to avoid booking a family holiday in term time. However, in exceptional circumstances, at the discretion of the Headteacher, the Headteacher may choose to grant leave of absence of **up to 10 days** in any calendar year. Occasionally, it may be appropriate to allow a longer planned absence. In all such cases, the return date must be agreed by the Headteacher as any child who is absent longer than 10 days after the agreed time can legally be removed from the school roll.

- *All holiday requests should be discussed with the Headteacher before any bookings are made.*
- *An absence for holiday that has not been agreed by the Headteacher will be recorded as unauthorised.*
- *Authorisation will not be granted retrospectively.*

- ***Holiday requests will not be granted if the absence will push the child's attendance below 95% for the academic year.***

EXAMPLES OF WHAT MAY CONSTITUTE EXCEPTIONAL CIRCUMSTANCES

- To have a short absence to attend a family wedding, or a special family celebration (e.g. an 80th birthday of a grandparent); or to attend a special family reunion; or to attend a special religious/cultural festival, may constitute an exceptional circumstance. If a child has to miss school for a special family circumstance, then ideally the time when they will miss the least academic work is during the last week of a term.
- If a parent, due to the nature of their work, cannot possibly take time off during the regular school holidays, then this might constitute an exceptional circumstance.

To have a week's winter or summer holiday in school time, because the cost is cheaper during term time, does not constitute an exceptional circumstance.

CRITERIA BY WHICH THE HEADTEACHER WILL MAKE DECISIONS CONCERNING THE AUTHORISATION OF HOLIDAY ABSENCE

- a) The general attendance of pupils will be considered. If a child has had a significant number of absences for any reason they will not be able to "afford" to miss any further schooling.
- b) A holiday request for exceptional circumstances is unlikely to be approved unless the child's attendance is 95% or above for the past year.
- c) The timing of the proposed holiday – one of the worst times for a child to be absent is at the beginning of a new school year, particularly with a new teacher or a new class; and for Year 6 pupils, in the build up to and during the National Curriculum tests.
- d) Teachers will not set work for completion when a child is absent on holiday, but the child should be encouraged to read and keep a diary of their experiences.

LONG TERM ABSENCE

When children have an illness that means they will be away from school for over five days, the school will do all it can to send material home, so that they can keep up their school work.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will seek to put in place arrangements that will allow the child to be given some tuition outside school, if possible.

REPEATED UNAUTHORISED ABSENCE

- Unauthorised absences remain on the child's record and may be reported to the Local Authority's Education Welfare Officer (EWO)
- Attendance and punctuality are monitored by the EWO and the school. If a child has a repeated number of unauthorised absences, the parents and guardians will be asked to visit the school and discuss the problem.
- The EWO may also visit the home and seek to ensure that the parents or guardians understand the seriousness of the situation.
- The LA has the right to consider taking legal action against any parents or guardians who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.

REWARDS FOR GOOD ATTENDANCE

All the children who have close to or achieve 100% attendance in any one term will receive an excellence certificate for attendance, awarded in assembly. There are special certificates for any child who has 100% for a whole year which will be awarded in the final assembly of the Summer Term. A reward will be given each term to the class with the best overall performance (e.g. additional playtime).

ATTENDANCE TARGETS

The school is set a challenging attendance target each year. These targets are agreed by the senior staff, the Headteacher and the Chair of Governors. The Headteacher will report on attendance percentages in the termly report to the Governing Body.

MONITORING AND REVIEWING

- It is the responsibility of the governors to monitor overall attendance.
- The Governing Body also has the responsibility for this policy, and for seeing that it is carried out.
- The Governors will therefore examine closely the information provided to them, and seek to ensure that the school's attendance figures are as high as they should be.
- The school will keep accurate attendance records on file for a minimum period of three years.
- Class teachers will be responsible for monitoring attendance in their class. If they become aware of an unexpected pupil absence during the course of the school day, they will contact the school office immediately. If there is a longer-term general worry about the attendance of a particular child, this will be reported to the Headteacher, who will contact the parents or guardians.

-----DRAFT Attendance policy ends -----

The ethos and environment of MAP2 will be inclusive, caring about the needs of all children. It is intended that MAP2 will be a full core offer Extended School where the enhanced provision of everything from meals to advice on IT facilities is designed to aid the more disadvantaged sectors of society.

MAP2 will actively promote community cohesion establishing links with organisations beyond the school's environment that will further support children's lifelong learning and wellbeing, helping to create a generation of children that possess skills to be successful in the 21st century.

This will involve ensuring better inter-agency co-ordination of existing statutory services – health centres, doctors, children's centres, adult learning organisations, local authority services and economic regeneration agencies. The sponsors will consider the potential for co-located facilities on the Marine Academy campus in support of these agencies' work. These will also be ensured through encouraging greater 'reach' of those agencies into populations and areas where they have not ventured before, acknowledging the need to combat disadvantage from the earliest years. It will also be important to involve agencies such as housing and voluntary agencies in this drive to improve levels of community cohesion. MAP2 will review its access to educational welfare and family link workers to ensure sufficiency, and will commission a Multi-Agency Support Team to work intensively with children and families at risk of disengagement, or of not reaching stretching educational opportunities.

Motivating parents will be pursued with the same vigour as motivating pupils, and it is intended to provide user-friendly, access to HE (through visits to Plymouth University) and FE (through visits and interaction with Cornwall College) so that they consider themselves as able to participate in these life-changing opportunities. This will in turn further raise the aspirations of their children and remove any blocks on higher aspirations that may be the result of family histories. Accordingly, the Saltash Campus of Cornwall College will be invited to offer an HE Participation Course at the Academy. Additionally; every effort will be made to attach the greatest possible weight to listening to the voice more generally of all parents and community members.

MAP2 will actively promote community cohesion establishing links with organisations beyond the school's environment that will further support children's lifelong learning and wellbeing, helping to create a generation of children that possess skills to be successful in the 21st century.

There will be a range of enrichment activities through an extended curriculum offered to all children outside the normal school day. This would include a wide range of clubs to promote sports, the arts, healthy living and creative writing. These will draw upon the expertise of staff, Marine Academy Plymouth staff, our sponsors and the existing links developed with specialist external providers.

SECTION D7 – THE COMMUNITY AND SHARED FACILITIES

MAP2 will service one of the most disadvantaged areas of Plymouth. St Budeaux is in the north west of the city. It's an area of high unemployment, dense social housing and low aspiration. A mainly white 'working' class area, which, according to indices of deprivation provided by Devon County Council, sits within the country's bottom 20 per cent.

This area of north west Plymouth is suffering from a desperate shortage of high quality primary school places.

Marine Academy Plymouth has been established in the St Budeaux community since 2010. The Academy was set up to address poor achievement and help address the social deprivation and generations of poor work opportunities in the area. An 'old style' academy, it replaced Tamarside Community College, one of the poorest performing secondary schools in the country.

Over the past year or so, the sponsors and senior leaders of Marine Academy Plymouth have worked within its community. With parents, employers, primary schools, other secondary schools, FE institutions and Plymouth University. Marine Academy Plymouth is now well known within its community, it is accepted and its achievements are being afforded respect across its community and further afield. MAP2 will become an integral part of Marine Academy Plymouth's working across and within the community. MAP already offers different opportunities for all groups of people to get involved with MAP – from offering its facilities for hire, running lots of different community sports activities, free maths tuition and reduced cost lunches for senior citizens. MAP students work with its feeder primary schools, offering coaching and progressing their leadership skills. MAP staff also work with these primary schools on a specialist reading programme called, Renaissance Reading. These projects will continue and with MAP2, we will be able to expand, reaching a wider audience of parents and carers.

MAP2 will be sited on Marine Academy Plymouth's campus and will be a feeder primary school for the secondary academy; its intake will come from a similar, but smaller catchment area to that of Marine Academy Plymouth.

MAP2 will be closely linked to Marine Academy Plymouth, and Plymouth University and as such, our expectations for its success and the success of its pupils will be high.

Children will have a clear focus, will know what's expected of them and will be acutely aware of opportunities open to them for their futures. They will be introduced to Plymouth University early on, visits to the University will become commonplace and this will have a profound effect on our ability to motivate pupils, widen participation and show children that educational achievement is most definitely for the 'likes of them.'

The new build/refurbishment and remodelling of the Marine Academy Plymouth site will provide a 'hub on the hill' for the whole community. It has been designed so that the ground floor is open to and for the community, including a community

theatre which will enable the extremely successful and expert Performing Arts zone of the Marine Academy Plymouth to continue the development of community arts and theatre for all ages, but specifically using it to reach out to primary and early years partners as well as to adults and life long learners. The new Learning Resource Centre within Map has been designed so that it is completely accessible to the community and will offer community library services as well as offering mentoring and literacy buddy opportunities so that the community can support the learners of all ages. There is a hairdressing salon, which already caters for the community, as do the dining facilities, and in the new build these will expand their offer. All facilities, including ICT, will be shared with the primary school. Marine Academy Plymouth will also accommodate a 3G sports facility in partnership with Plymouth University and this will enable our Football Academy to expand; the academy already works with approximately 300 young children from across Plymouth and is seen as a centre of excellence. This, too, will expand its offer. MAP, in partnership with St Budeaux Foundation Primary School and Plaistow Infants School is being considered for the status of Centre of Excellence for Personal and Financial Education – a huge belief system for MAP that children, specifically children from these wards in Plymouth, should be given the means to take control of their financial futures.

Community Relations

Marine Academy Plymouth has worked hard to foster good community relations, and MAP2 will become a part of that on-going work.

Since going 'public' with our desire to open a Free School we have had numerous good luck wishes, mainly from parents wanting more, and better schools for the city.

We have made all our activities public through the MAP2 website, the Marine Academy Plymouth website, the local newspapers (Plymouth Herald and Western Morning News) local radio (BBC and Independent) as well as the local BBC TV news programme, Spotlight.

We engage via social media, Marine Academy Plymouth has a Twitter and Facebook account with circa 500 followers on each. MAP2 now also has its own dedicated Twitter feed.

We have also engaged with Mumsnet and A Parent's Guide to Plymouth. Communication is the key to good community relations; we are inviting feedback and are happy to engage in dialogue either through social media or more formally.

We have also spent days at a time in local supermarkets with stands, and leaflets and we have held a consultation event at Marine Academy Plymouth, attended by the Deputy Vice Chancellor of Plymouth University and well as the Principal of Cornwall College.

We will continue to engage in two-way communication with the community, consult with the community and remain accessible to the community. MAP2 aims to work with ALL sectors of the community to monitor, evaluate and develop its educational plan. MAP2 will engage parents, prospective parents and those living within the school's area to canvass opinion, generate ideas and inform of

progress.

Through our marketing and PR activity will continue to work with the local print and broadcast media to spread our messages, as well as the website, and the websites of our sponsors. We will continue to use Facebook (500 fans) and Twitter (600 follows for MAP) to engage and inform interested parties. We will use face to face discussions and workshops where appropriate and newsletters to keep in touch. We will constantly invite feedback and ensure that MAP2 is accessible and friendly to all enquirers.

SECTION D8

RELIGIOUS CHARACTER OF MAP2

MAP2 will not have any specific religious character

Section E: Evidence of demand and marketing – part 1

We have been collating parental demand since December 15th 2011, as well as wider stakeholder support, since November 2011.

To date (17th February), we have received 373 registrations from which 348 (93%) have stated their support for MAP2. 216 families have children of relevant ages for the 2013 and 2014 intakes, and 205 families have indicated MAP2 as their first choice.

First choice selections

For the 2013/14 and 2014/15 academic years we have the following demand for places:

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60	78		130%	60	68		113%
Year 1	30	32		107%	60	78		130%
Year 2					30	32		107%
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	90	110			150	178		

A full list of the postcodes and reception start dates for these children can be found below.

In addition to the above numbers of first choices for 2013 and 2014 starting, our survey has collated the following 1st choice demand from parents of younger children which we see as a very positive reflection of the forthcoming demand: 1st choice for starting reception in:

- Sept 2015: = 33
- Sept 2016: = 15
- Sept 2017: = 4 (although we assume these are more likely to be Sept 2016 starts)

And a further 21 families stated MAP2 as first choice but gave no starting dates.

Other/2nd choice selections

A total of 46 families accounting for 52 children placed MAP2 either as a second/other choice or gave no choice.

Of these:

- 44 children have a 2013/14 or 2014/15 starting date
- 8 responses relating to 10 children gave no choice. If these were to be 1st choice their starting date and year would be:

Sept Start date	Start School year	No' children
2012	Year 1	4
2013	Year R	3
2014	Year R	1
2015	Year R	1
2016	Year R	1

Section E: Evidence of demand and marketing – part 2

SECTION E1 - RAISING AWARENESS AND DEMONSTRATING DEMAND

Awareness campaign

An awareness campaign and accompanying demand survey has been carried out across the appropriate areas of Plymouth. The full campaign was officially launched on Dec 15th 2011 with the initial demand data being collated up to and including February 17th 2012. The campaign was targeted across the whole of Plymouth; but in view of the demographic area (see later in this section), information from the local authority regarding the areas with a shortfall of places (see later within this section), and the locations of existing schools; there was a specific focus for the leaflets and direct face-to-face engagement around the PL2 and PL5 postcode areas.

In addition some aspects of the campaign – such as the website and social media have by their very nature a national perspective.

The locality and its population make-up are well understood by the existing Marine Academy Trust Sponsors and Academy Leadership Team; and the consultation and engagement programme to-date has specifically been targeted to ensure it reaches as many families as possible that are within the likely catchment area that the new school would draw from. Additionally the project team members working on the consultation and communication programme to support this application were also involved in leading the successful consultation for the original Marine Academy Plymouth proposals back in 2009/2010 and so also understand the local community needs and how to create an effective engagement campaign.

The awareness and demand campaign comprised:

- **Promotion in the local media** via news stories and press releases,
 - The proposals were announced via a press release on Dec 14th 2011
 - The local Plymouth Herald paper published a news story on Dec 15th 2011
 - The [REDACTED] gave radio interviews (BBC Radio Devon and Radio Plymouth) to help publicise the proposals - Dec 17th 2011 and was also interviewed for the Western Morning News during the 1st week of January, for its publication
 - Follow-up articles in the local press were also published on Jan 5th,
 - Further radio and TV interviews and news articles were published on Jan 23rd (radio) <http://radioplymouth.com/p/news/local/marine-academy-hold-consultation-on--free-school--plans> and Jan 24th (BBC Spotlight and BBC Devon) <http://www.bbc.co.uk/news/uk-england-devon-16706540>
 - The local 'Parents Guide to Plymouth' published the story on Dec 17th 2011 and continued to include updates in their newsletters. (snapshot

overleaf)

[REDACTED]

- A direct advert was published in the Plymouth Herald (hard copy and on-line) to promote the Open event consultation meeting which included 15000 digital images flashing on the website across a three day period ahead of the event

[REDACTED]

- A specifically designed website providing detailed information about the proposals and an on-line version of the demand questionnaire – [REDACTED]. This was also linked to the website of the existing Marine Academy Plymouth and promoted via the press releases and

[REDACTED]

[REDACTED]

leaflets.

Additionally the local authority website Plymouth City Council School Room published the details and linked back to the MAP2 website - [REDACTED]

- The production and co-ordinated distribution of c.20,000 information **leaflets and questionnaires** encompassing:
 - targeted leaflet drops to over 9,000 addresses in the PL5 and PL2 postcode areas,
 - a direct mail letter and accompanying leaflet to over 1000 families who have children at the current Marine Academy Plymouth and Shining Stars Nursery, as well as staff at the Marine Academy Plymouth, local MPs and councillors, local authority officials and union representatives
 - A co-ordinated distribution for leaflets via c.33 local - Doctors; Sports

[REDACTED]

facilities; Nurseries, Play groups, Pre-schools and Children's centres; Libraries; Post offices; Youth and community centres; and Housing Associations to ensure the information was made widely available across the target area to all families and all range of age groups. c.3000 leaflets were made available via these routes and we are extremely grateful to all the organisations that supported us in getting our message out to the people. The leaflets (a snapshot image is given below) provided outline information and directed the reader to the website for more information, with a tear-off questionnaire section that could be returned to a Freepost address.

[REDACTED]

- **Social media** was used to widen the awareness, promote the campaign and generally direct interested families to the Marine Academy Primary website for more information and to submit an interest. This included:
 - A discrete Twitter page
 - MAP twitter page
 - Publicity via Facebook
 - Publicity via NetMums

[REDACTED]

- **Events and Meetings** were also used to help promote the campaign.
 - Ahead of the public launch the Principal of the Marine Academy Plymouth spent several weeks meeting with and discussing the ideas and proposals with key stakeholders across the community – local school Headteachers, local authority officers, local councillors and the local MP.
 - The project team were able to secure the support from the two local supermarkets and information stands were held on three dates in two stores (6 stands in total): Jan 19th and Jan 20th 2012 in both stores concurrently (Tesco and Co-Op), and Jan 31st in both stores concurrently, where two team members were on hand to share information, provide leaflets, collate questionnaire responses and answer questions. The stands were visited by over 250 people with some 200+ questionnaire responses being handed in. Most people had seen the press articles about the proposed MAP2, but were less aware of the impending shortage of school places in the area. Whilst a number of those that the team spoke to already had their primary school place sorted (especially if their child was 3+), there was a lot of interest in the proposals and support for the new school.
 - An open consultation event was held on the evening of January 23rd

[REDACTED]

2012 at the Marine Academy Plymouth. This was advertised by the Plymouth Herald both in hard copy and digital media incorporating the following advert (image overleaf) along with 15000 digital impressions in the three day run up to the event.

All the sponsors were represented and the Southwest local BBC Spotlight news programme covered the event (see comments above in local media sub-section). The event was attended by a small group who welcomed the opportunity to hear about the plans and share their views. Three prospective parents filled out forms and their information has been included. Several attending were teaching staff from other local schools and were concerned about the impact on the immediate schools

- An event was also held at the Shining Stars Nursery on Saturday Jan 28th. This nursery event was extremely well attended, 20 families attended and the event was promoted by the production of a flyer which was then distributed to 9000 homes in the area via the local free paper. The event was mentioned in A Parent's Guide to Plymouth newsletter, Facebook and twitter. 18 of the MAP2 'Petition of Interest' forms were filled out. In addition when advertising MAP2 at the Tesco and Co-op days the nursery flyer was included with the MAP2 questionnaire brochure.
- **Promotion in the national media (The Guardian)** The following story was published in the Guardian.
<http://www.guardian.co.uk/education/2012/feb/13/free-school-applications-soldiers-evangelicals?INTCMP=SRCH>

Assessing demand

Specific details about proposed MAP2 were made available to prospective parents via the hard copy leaflet and the website.

The two images over give details of the information given via the leaflets:

[REDACTED]

The information in the leaflet was supplemented by detailed information on the website, which can be seen here – [REDACTED].

[REDACTED]

[REDACTED]

This content was available from Dec 15th 2011 and remains live. Updates have been (and continue to be) posted regularly as new information and news items are available.

The following details (below) were requested via the questionnaire on-line version and hard copy. (The date for the hard copy questionnaire is slightly earlier than via the website to enable the responses to reach the team in time to be included in the response analysis).

On-line	Hard copy
<p>Full Name: * (free format mandatory)</p> <p>Postcode: * (free format mandatory)</p> <p>Email: * (free format mandatory)</p> <p>Are you a parent? If so, what year will your child(ren) start Reception (e.g. September 2013)?</p> <p>Child 1: Child 2: Child 3: Child 4: Child 5:</p> <div data-bbox="400 925 780 1068" style="border: 1px solid black; padding: 2px;"> <p>A drop down box was available for each child giving the range of: None (interested parties without children) / 2012 / 2013 / 2014 / 2015</p> </div> <p>For your child(ren) would Marine Academy Primary be your: 1st choice / Other choice (mandatory if a date range selected)</p> <p>Do you agree with this school's ethos?: * Yes / No (mandatory)</p> <p>Would you like more information? Yes (optional)</p>	<div data-bbox="863 562 1038 600" style="background-color: black; width: 100px; height: 17px;"></div>

Level of awareness

The above outline of the promotional activities to-date highlights the breadth of awareness we have been aiming to ensure.

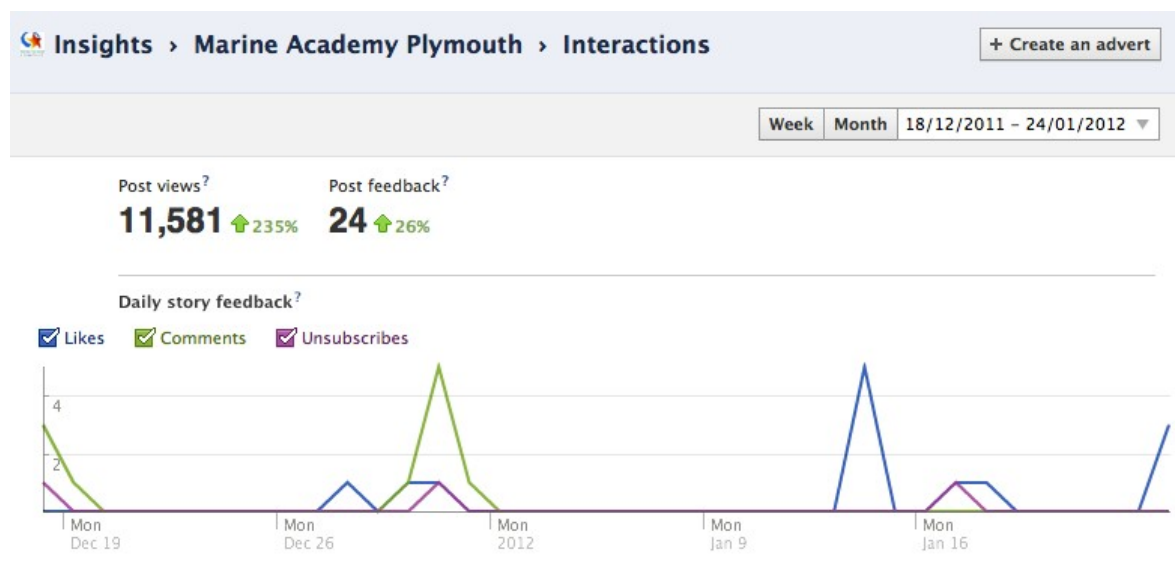


We have been collating parental demand since December 15th 2011, as well as wider stakeholder support, since November 2011. To date (12th February), we have received 373 registrations from which 348 (93%) have stated their support for MAP2. 216 families have children of relevant ages for the 2013 and 2014 intakes, and 205 families have indicated MAP2 as their first choice. Demand information is continuing to be collected after the response date.

The days spent at the local supermarkets enabled direct engagement and the ability to also ‘test’ the reach of our campaigns. Most people visiting the stands had seen the press articles about the proposed MAP2, but were less aware of the impending shortage of school places in the area. There was a lot of interest in the proposals and support for the new school. There were 2 negative comments from people linked to neighbouring primary schools worried about the impact that a new school may have on them.

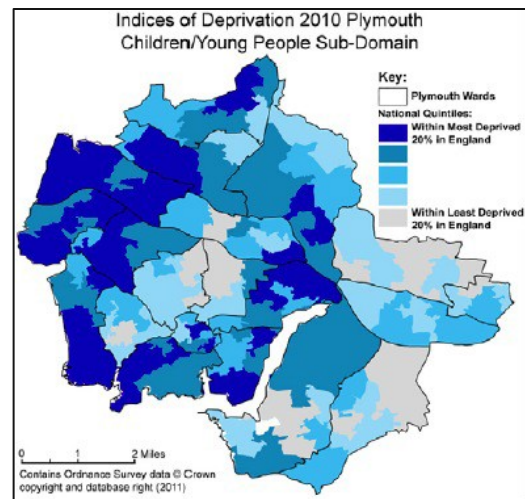
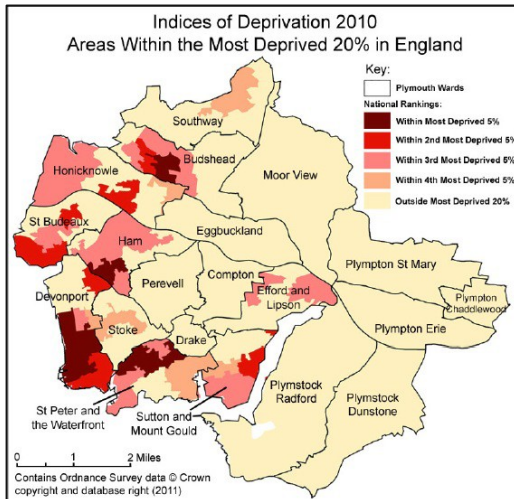
We have already detailed the media coverage achieved by MAP2 (print, broadcast and social) but, since its launch on 15th December 2012, the MAP2 website has received 614 Visits, 455 Unique Visitors 2,179 Pageviews

And on Facebook, the chart below gives a snap shot of the interaction the campaign received in the first 5 weeks.



Demand details

The proposed Marine Academy Primary would be located on the same site as the secondary school Marine Academy Plymouth in St Budeaux Plymouth. This area of Plymouth (the North West) is an area with high levels of deprivation, (see charts overleaf).



Traditionally the area has lost a significant number of pupils to surrounding localities, but as the birth rate has increased this trend has started to reverse and in September 2010 schools in the north west of the city were significantly oversubscribed resulting in pupils being placed at differing schools to either their siblings or their three preferences. This capacity issue was temporarily redressed in September 2011 by the local authority working to increase the capacity at 2 of the local primaries in the north west area and one in the south west area that borders closely to the north west, by 60 places – which accounts for 50% of the total capacity shortfall across Plymouth.

The capacity shortage across Plymouth is set to increase by a further 144 places by September 2013 and a predicted further 200 places by September 2015, and the continued emphasis is on the localities of the north west, south west and south east. The proposals for the Marine Academy Primary in the proposed location are as a direct result of this need as it would serve both the north west and parts of the south west localities. This snapshot from the Plymouth Herald was published on Jan 14th 2012.

██████████

Specific demand for the Marine Academy Primary from our consultation

The Questionnaire (available both via hard copy with a Freepost return and on-line) has been available from Dec 15th 2011. Demand levels have been collated for the initial 8 week period up to February 12th for this submission.

As at February 12th we have received 59 on-line responses and 314 hard copy responses. Out of a total of 373 responses, 348 / 93% agree with the proposed ethos for MAP2.

██████████

The following tables demonstrate the level of demand both for the proposed initial intake year and subsequent 2 years of the new school's growth. The first table (blue heading) are those postcodes where parents have expressed interest as their first choice and the second table (grey heading) are where there is an interest as either a 2nd or other choice.

(Postcodes in italics are those outside of the area where we assume the family are expecting to relocate to the area)

Families selecting Marine Academy Primary as 1st choice			
Sept 2013 intake		Sept-14	Sept-15
2012/13 (Yr group 1)	2013/14 (Yr group R)	2014/15 (Intake to Yr R)	2015/16 (Intake to Yr R)
PL1	NG9	Not given	PL1
PL2	PL1	PL1	PL2
PL3	PL1	PL1	PL2
PL3	PL12	PL1	PL2
PL5	PL2	PL2	PL2
PL5	PL2	PL2	PL5
PL5	PL2	PL2	PL5
PL5	PL2	PL2	PL5
PL5	PL2	PL2	PL5
PL5	PL2	PL2	PL5
PL5	PL4	PL2	PL5
PL5	PL5	PL2	PL5
PL5	PL5	PL3	PL5
PL5	PL5	PL3	PL5
PL5	PL5	PL3	PL5
PL5	PL5	PL4	PL5
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PL5	PL5	PL5	PL5
PL5	PL5	PL5	PL5
PL5	PL5	PL5	PL5
PL5	PL5	PL5	PL5
PL6	PL5	PL5	PL5
S63	PL5	PL5	PL5
	PL5	PL5	
	PL5	PL5	

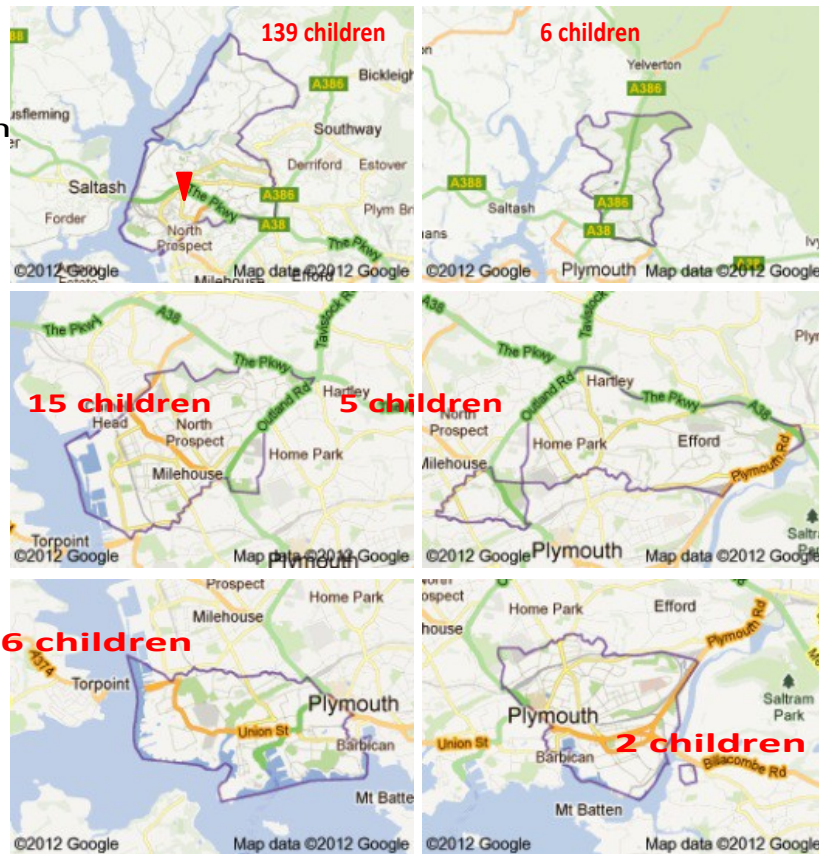
	PL5		PL5		
	PL5		PL5		
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	PL6				

And overleaf is a mapped representation of the 1st choices for the 2013/14 and 2014/15 years.



Map location

No's of children
By postcode area of
Families identifying
MAP2 as first choice
For starting in 2013/14
And 2014/15



Families selecting Marine Academy Primary as 2nd/other choice

Sept 2013 intake		Sept-14		Sept-15	
2012/13 (Yr group 1)	2013/14 (Yr group R)	2014/15 (Intake to Yr R)	2015/16 (Intake to Yr R)	2012/13 (Yr group 1)	2013/14 (Yr group R)
PL2	PL2	PL2	PL2	PL2	PL2
PL5	PL5	PL2	PL5	PL5	PL5
PL5	PL5	PL2	PL5	PL5	PL5
PL5	PL5	PL5	PL5	PL5	PL5
PL5	PL5	PL5	PL5	PL5	PL8
PL5	PL5	PL5			
PL5	PL5	PL5			
PL5	PL5	PL5			
PL5	PL5	PL5			
PL5	PL5	PL7			
PL5	PL5				
PL5					
PL5					

One example of the comments given during our consultation is:

by [REDACTED]
 Thursday, January 05 2012, 8:39PM
 "MAP is a fantastic school & as soon as they allow people to apply for places I will definitely be applying for my 8 & 6 year old boys and then for my 4 month old daughter when she's old enough ! [REDACTED] has proven to be a fantastic Head Teacher at MAP and it has improved dramatically. I can't wait !"

SECTION E2 – REACHING THE WIDER COMMUNITY

As already detailed earlier in this document, there is an urgent need for more school places in north west Plymouth. According to the government’s latest figures (supplied by Plymouth City Council) by 2015, Plymouth will have 3000 extra primary pupils to find places for. Even taking into account the number of unfilled school places; it still leaves a shortfall of more than 1500 places.

Statistics published by the Department for Education (DfE) also shows that a fifth of primaries in the city are full or had too many pupils. They showed 13 of the 67 schools in Plymouth were at or above the limit in terms of numbers. As stated previously, Plymouth primary schools are placed among the 10 worst performing areas in the country, one in four primary schools in Plymouth has failed to hit key targets.

The Local Authority (Plymouth City Council) is a co-sponsor for this proposed Free School. It is publically supporting our proposal and there are senior City Council members as part of the Marine Academy Trust. MAP2 will follow Plymouth City Council admissions criteria for all MAP2 pupils.

Marketing strategy – Marine Academy Primary

Marine Academy Primary’s first priority will be its Pupils. In order not only to meet, but also to exceed children’s educational needs in Plymouth, MAP2 will build on the distinct competencies that its Academy Trust has previously achieved at Marine Academy Plymouth, and which have established Marine Academy Plymouth’s reputation. Strategic management supports this aim, in order to ensure that MAP2 provides and achieves high quality learning opportunities, standards and achievements to Plymouth’s children.

MAP2’s Marketing Strategy is a critical component in successfully addressing Marine Academy Primary’s vision and aims.



PR AND MARKETING REQUIREMENT FOR MARINE ACADEMY PRIMARY TO SEPT 2013

Marine Academy Primary (MAP2) recognises that it requires on going PR & marketing support for both press and communications with parents, staff and the wider community. It requires robust pupil recruitment strategies.

Because the new MAP2 doesn't yet exist, it has significant messaging challenges to overcome in the local community and needs to help change perceptions about 'Free Schools' and will need to secure intake for its first year and those afterwards.

The strategy includes:

- Stakeholder communications with identified stakeholders (including face to face)
- Parents' newsletters
- Staff newsletters
- Production of Academy videos involving the community
- Marcomms – prospectuses, posters, leaflets, cards, press adverts
- PR
- MAP2 website – (developing and managing this).

If MAP2 is successful in its bid, it will be situated in one of the most disadvantaged and deprived areas of the city. (Please see earlier information in E1). Our strategy will ensure that key stakeholders gain better understanding of why the Academy is required and the benefits it will bring to the WHOLE community.

We have looked at how we can reach ALL areas of the community, and our marketing mix ensures that some of the marketing is face-to-face grass roots engagement.

All marcomms will be fit for purpose, will be image-led and will present text with a fog index of 8 or less (the fog index is commonly used to confirm that text can be read easily by the intended audience. Texts requiring near-universal understanding generally need an index less than 8).

For non English speakers / readers we have embedded Google Translate into the MAP2 website.

We will also utilise video to explain MAP2, just as we have with Marine Academy Plymouth, to help engage ALL stakeholders.

Marine Academy Plymouth already provides community activities on its campus, after school, in school holidays and at the weekend. MAP2 will be part of these community/ lifelong learning activities, these currently include:

- Free maths classes for parents and carers
- Community football from age 4

- Roller skating
- Streetdance & Hip hop
- Zumba
- Netball
- Remote control clubs
- Martial Arts & Self Defence
- Theatre club

Should MAP2 decide to offer its premises for hire, it would be strictly managed by Marine Academy Plymouth as an extension to the secondary academy's current offer.

Media relations –

To work both proactively and reactively with local and national media to underpin the aims and objectives of the new Academy.

- Regular quality press releases
- Media engagement
- Working nationally to ensure that the principal is seen as a well-informed commentator on educational issues

Issues and crisis management -

- To limit the damage from the worst critical comments of MAP2.
- To explain that to build an excellent new school takes a few years, not a few months.
- To secure balanced reporting by drawing attention to the positives surrounding MAP2.
- To protect the future of the Academy by helping to ensure local parents, stakeholders and teachers give it their support.

1. MAP2's Marketing Strategy: themes

Aim: Marine Academy Primary needs to recruit 60 children to its Reception and 60 children to Year 1. This marketing plan is both strategic and operational and recognises that stakeholder consultation/engagement is on-going to ensure that the target numbers are met.

1.1 Market research

MAP2 will undertake on-going research, consultation, analysis and review of parent/ carer preferences, competitors and market opportunities in order to inform its pupil recruitment progress.

1.2 Curriculum/service development

Through market research and evaluation, MAP2 will continue to develop its education provision plan to meet the needs of its pupils and stakeholders. The Marketing Strategy will also support any services offered to the local community including community facilities that may be later offered by the school.

1.3 **Informed pricing policies**

MAP2 recognises the importance of making learning accessible to all and aims to balance this requirement with the need to meet funding and financial targets, and maximise contribution. MAP2 will exist in an area of significant disadvantage; as such barriers to the cost of uniform, extended school activities etc. will be carefully balanced with the need for participation. Pupils joining MAP2 in its first year will be provided with free uniform. The uniform has been designed to allow the majority of items to be purchased cost effectively from local supermarkets.

1.4 **Effective marketing communications (marcomms)**

MAP2 will use a wide range of tools including new media options, to communicate effectively with potential, new and existing parent/ carers, and other stakeholders. This will involve communications across internal networks, business, and through strategic partnerships. Communications will be appropriate to the audience and will take into consideration the area of disadvantage and deprivation. We will ensure that all printed text has a fog index of 8 or lower and we have already embedded Google Translate into the MAP2 website – for non-English speakers

1.5 **Branding**

MAP2 is committed to producing clear, complete and easy-to-understand information materials that are accessible to all. The identity of Marine Academy Primary, once fully developed will be included on all internal and external publicity materials and on other physical resources, such as Academy buildings and, if appropriate vehicles. The Marketing Strategy will support and underpin the development of the MAP2 brand identity for individuals, businesses and communities, which is understood, practised and evaluated. A strong feature of the brand identity is MAP2's statement of being the place, "**where stars shine brighter,**" and its striking starfish logo, and smart uniform with traditional colour way, complementary to Marine Academy Plymouth's uniform.

1.6 **A child centred culture**

To ensure a child centred focus is embedded within the organisation, MAP2 will take all necessary measures to develop staff awareness of, and commitment to, marketing strategies in order to improve its service. This will be supported through on going internal communications, consultation and marketing support across all areas of MAP2.

1.7 **Customer relationship marketing (CRM)**

In order to maximise stakeholder engagement levels from existing families and to attract new pupils, MAP2 recognises the need to develop close links and two-way communication with pupils and their families/carers from the initial point of contact through the

learning process to the children's progression beyond MAP2. This will involve service processes and standards.

1.8 **Corporate social responsibility (CSR)/ Greener School** MAP2's Marketing Strategy reflects the importance of Corporate Social Responsibility and the need to work with local communities to strengthen communication and mutual understanding. A variety of marketing activities already takes place with The Academy Trust's communities, networks and partnerships, communicating environmental policies, charity fund-raising events, services and facilities. MAP2 will build upon these activities.

1.9 **MAP2: Marketing operational plan**
The annual Marketing Operational Plan (**Appendix 3**) details the marketing tactics used to successfully implement the Marketing Strategy. All activities will be regularly monitored and reviewed to ensure maximum effectiveness, throughout the year.

2 **How the MAP2 Marketing Strategy fits with MAP2's Business Plan**

2.1 MAP2's Marketing Strategy will dovetail with MAP2's Business Plan

2.2 It supports effective segmentation, targeting, marketing and promotion of appropriate opportunities to individuals, families, businesses and communities, using marketing communications tools cost effectively.

2.3 It underpins the branding of opportunities that the Academy provides, **"where stars shine brighter"**.

2.4 It supports, through local marketing activities clear priorities
" Influencing attitudes towards MAP2
" Stimulating demand for places through:

2.4.1 Positive promotional/publicity materials conveying the benefits of learning at MAP2 to targeted and segmented identified groups.

2.4.2 Ensuring a positive, rewarding experience for children during learning programmes (through customer relationship management techniques such as two-way communication, quality teaching and learning, feedback opportunities, children's support systems, etc.).

2.4.3. Encouraging and facilitating learning progression routes for staff to higher level courses, through awareness-raising/promotional activities.

3 Outline of Promotional Activities

3.1 External promotional activities

3.1.1 A wide range of promotional tools will be used to help ensure that ALL potential stakeholders are engaged including:

- " Advertising
- " Events, including Open Days/Evenings
- " Public relations, including press relations
- " Promotional materials, e.g. prospectuses, posters, leaflets, letters, postcards, targeted at specific market segments
- " Targeted mailshots to key market segments
- " Website
- " Business Networks
- " Prospectus dispensers in community locations
- " Face to face, grass roots engagement through supermarkets, community and toddler groups.

3.1.2 All promotional materials will be evaluated to ensure they comply with accessibility requirements of the Disability Discrimination Act. Readability tests are also undertaken periodically, to ensure they are accessible to all ability levels.

3.1.3 Google Translate is already embedded into the MAP2 website for accessibility for non-English speakers / readers

3.2 Internal promotional activities

3.2.1 Marketing for MAP2 is viewed as a cross-school function and at SLT level marketing is discussed and evaluated.

3.2.2 Communication with pupils and their families:

- " Families' newsletters
- " Families' emails
- " Children's handbook/diaries
- " Induction activities
- " Focus groups
- " Posters, leaflets, letters to Pupils

3.2.3 Communication with staff:

- " Staff intranet
- " Staff Update/newsletters
- " Bulletin Board notices
- " Noticeboards
- " Marketing Committee
- " Team meetings

3.2.4 **Marketing function will also be an integral part of internal school groups (titles for descriptive purposes only)**

- " External Funding Group
- " Various Partnership Groups

- " Risk Management Group
- " Equality & Diversity Group
- " Schools (nurseries) Liaison Group

3.3 Public Relations/ Media Management

- " Good news stories within the local press /broadcast media
- " PR Stories in the Trade, Business and Consumer titles
- " Education specific stories within selected national newspapers
- " National news and features
- " Relationships across the media spectrum to ensure accurate and timely coverage
- " 24 hour response should unwarranted breaking news occur

4 Outline of Research / Consultation Activities

- 4.1 A termly research report will be generated for MAP2/ Marine Academy Plymouth senior leadership group and cascaded across the Academy. This includes:
- " Family profiles from Management Information System reports (age, ethnicity postcode, employment status etc.)
 - " Market Intelligence reports
 - " Focus group findings
- 4.2 Family surveys (satisfaction with learning, teaching, school etc.) will be carried out with families and pupils.
- 4.3 Focus groups would take place with older pupils, and families, Focus groups include questions on pupils' perceptions of MAP2 and the services it offers, in addition to experiences of learning, satisfaction levels and motivation to learn.
- 4.4 Suggestions/complaints opportunities are promoted via website and publicity materials.
- 4.5 Competitor benchmarking reports are provided annually; with an analysis of competitor provision across Plymouth, including details of prices for uniform, extended school activities, field trips etc.

5 Evaluation Activity

- 5.1 All promotional activities are planned and evaluated to ensure cost effectiveness.
- 5.2 Marketing expenditure is evaluated against plans and quotations, to ensure effectiveness.

- 5.3 Annual Focus Groups are carried out with families/ carers.
- 5.4 Mystery shopper reports are carried out to evaluate service levels.
- 5.5 Children and Parents feedback on publicity materials, open days and the website is gained online and through questionnaires and focus groups.
- 5.6 Reports (termly) on all marketing activity is presented to MAP2 senior leadership, ensuring accountability across all areas of Marketing.
- 5.7 All events are evaluated and in-depth evaluation of Open Days/Evenings is carried out using feedback from staff and Pupils.
- 5.8 Website evaluation reports include number of visitors, pages visited etc.

6 Collaborative Marketing with Others

- 6.1 Links through networking groups such as social networking groups (mumsnet, Parents Guide to Plymouth, business groups, residents' groups, parents' groups and similar, to assist with 'word of mouth' marketing activities.

7 MAP2 Marketing Activity for 2012/2013

See **Appendix 3**

Section F: Capacity and capability

SECTIONS F1, F2, F3

The Marine Academy Trust has identified the following individuals and organisations who will contribute to the overall capacity and capability in delivering and opening the Marine Academy Primary, successfully in September 2013.

OUR SPONSORS:

Lead Sponsor: Plymouth University

The university is totally committed to the leadership of education in the all-through Marine Academy.

Consistently ranked as one of the leading universities in the UK, and placed 318th in the latest Times Higher Education world rankings, Plymouth University has a strong record of excellence, enterprise and innovation across its teaching and research activities and is distinguished by its long-term engagement with business and the community. Plymouth is one of largest universities in the UK, with around 30,000 students, including those studying accessible higher education at its partner colleges throughout the South West. It enjoys a high rate of graduate employment and has recently invested more than 150 million in its estate and facilities to enhance the student experience and support world-class research.

Celebrating its 150th anniversary in 2012 and this year's recipient of the Queens Anniversary Prize for Higher Education, the University enjoys outstanding links with employers and plays a key role in civic and regional leadership, working closely with community partners to enhance the city's educational offer and transform the lives of young people. Plymouth University is proud to be the lead sponsor of Marine Academy Plymouth and is fully committed to the leadership of the proposed Marine Academy Primary, bringing a strong reputation in education and training, international experience, world-leading academics and innovative ideas to the new school.

Co-sponsor: Cornwall College

Cornwall College is one of the largest further education colleges in the country. It has around 30,000 students, employs approximately 2,500 staff and has an annual turnover of £85m. It ended the 2010/11 academic year with a financial surplus of £2.8m. It has a well-established reputation for excellence in a wide range of vocational and academic subjects. Its mission is: 'To provide learners with a high quality experience celebrated through vocational and academic achievement, personal development and employability.' The college has enviable business links and provides a 'skills rich' portfolio of expertise.

Cornwall College is a proactive and committed sponsor of Marine Academy Plymouth and its outward looking orientation and links with the Eden Project, National Maritime Museum, business partnerships and enterprise education initiatives, together with a campus at Saltash, just across the River Tamar from the proposed Marine Academy Primary, and training facility in Plymouth's City Centre, allow it to make a significant contribution to the Free School in terms of

aspiration raising, skills provision and enhanced learning opportunities that will impact positively on the community that the Marine Academy Primary seeks to serve by providing transformative education with high impact, resulting in improved life chances.

Co-sponsor : Plymouth City Council

The Local Authority supports this application as it improves diversity, access and choice in one of the most deprived areas of Plymouth. The city's school population modelling demonstrates that there will be a pressure, over the next few years, to create at least two new forms of entry to serve this locality. The Marine Academy Plymouth is a trusted educational provider who has already made a significant difference to the academic success, life chances and ambitions of students since 2010.

In 2008 the Council adopted a strategic approach to the provision of school places called 'Investment for Children'. This signalled the reconfiguration of the pattern of educational provision across the city to promote and support community-facing networks of schools supported by trust, academy, diocese, voluntary and community partners. These networks should be organised so as to improve transitions for pupils 0-19 years and meet community and locality needs. All-through provision, on one site, is the most ideal outcome for pupils and families.

Plymouth City Council's aim in its Sustainable Community Strategy 2007-2020 'Securing the future for generations ahead', is to create sustainable neighbourhoods throughout the city. This means the places where people choose to live are: safe; have good housing; a good quality environment; with access to good schools, services, economic opportunities, with strong and healthy communities. Schools are key assets in the local community; providing access to and signposting specialist services that can contribute towards the Council's work in promoting strong communities and supporting vulnerable children, young people and their families. This MAP2 application is also consistent with these wider aims.

EDUCATIONAL EXPERTISE:

[REDACTED] : [REDACTED]
[REDACTED] is [REDACTED]

[REDACTED]

[REDACTED], [REDACTED] of 2 primary schools [REDACTED] is the
[REDACTED], [REDACTED] has committed to .5 days a week until opening, then
10 days per year, and as required.

[REDACTED] - [REDACTED] for Plymouth
[REDACTED]. [REDACTED] has committed to supporting MAP2 as and when
required.

[REDACTED]. [REDACTED] has committed to giving at least 5 days prior to
opening and then 6 days per year thereafter.

[REDACTED]

[REDACTED], [REDACTED], [REDACTED] [REDACTED]. [REDACTED] has committed to giving at least 5 days prior to opening and then 6 days per year thereafter

We have also received additional support and input from the following individuals and organisations who are all willing to contribute to the continued development of the Academy:

FINANCIAL EXPERTISE

[REDACTED] - [REDACTED] and [REDACTED].
[REDACTED].

[REDACTED] - [REDACTED]
[REDACTED].

[REDACTED] - [REDACTED], [REDACTED]

[REDACTED] - **Marine Academy Plymouth** [REDACTED]
[REDACTED]. [REDACTED] will devote 2.5 days to MAP2 both before, and after the school opens.

[REDACTED] - [REDACTED], **Cornwall College**
[REDACTED]. [REDACTED] will devote 5 days per year to MAP2 both before and after opening.

OTHER RELEVANT EXPERTISE:

[REDACTED] **MBA BA(Hons)**

[REDACTED].

[REDACTED].

[REDACTED] - [REDACTED]

[REDACTED].

[REDACTED] - **Human Resources**

[REDACTED].

[REDACTED] - [REDACTED]

[REDACTED].

National Marine Aquarium, Plymouth

The NMA is an important partner to Marine Academy Plymouth. This partnership

SECTION F4

This section details the staffing structure based on the full intake plan and aligns to the financial plan 5a.

MAP2 Staffing Structure in the first year 2013-14

Total pupils 90

Assuming opening with **two** classes of Reception and **one** class of Year 1 and ensuring the right 'skill set' from the beginning to build upon.

Personnel	FTE	Roles/notes
Principal	Full Time	Will teach for 20% of week to cover PPA for two teachers in the first year. Will be the lead SENCO for the first year (HLTA for support)
Experienced Teacher AST	Full Time	(Essential- expert in Foundation Stage /KS1 practitioner) Appointed as Key Stage 1/FS co-ordinator/ <u>team leader</u> Responsibility for one class of Foundation Pupils Will manage performance of other teachers in Reception and Year 1 Responsible for whole curriculum development <u>Deputises for head in first year</u>
Experienced Teacher	Full Time	Responsible for Reception class Has expert Literacy/Language knowledge Responsible for Literacy and EAL Has completed ECAR (Every Child a Reader) and ECAT training - will deliver these programmes.
Teacher	Full Time	Responsible for class of year 1 Responsible for home school partnership Responsible for KS1 Science development
HLTA	Full Time	Not class based but employed for specific duties: Will provide cover PPA for 20% of week SENCO support –admin/parent meetings/ agency support/CAF and referrals in conjunction with Principal.

		Deliver intervention/extension programmes for individuals and groups Pediatric first aid care
Teaching Assistants	5 Full time	Needed for ratios/ fit with vision of group teaching etc Two per Reception class One per year one class General and specific support within classes, for groups and individuals Will cover supervision of playgrounds
Midday supervisors	5 staff 1x hour day 5 hrs a week	5 staff to supervise midday break
Speech and Language Therapist	6 hours per week	Will be contracted-in to make assessments and devise communication programmes for TAs to deliver
Caretaker/Handyman	0.5 FTE	Assist MAP's existing caretaking team with standard caretaking and site maintenance/litter collection duties
Administrator	1 TTO (43 weeks)	Secretary/receptionist with financial responsibilities (supported by MAP Finance team)

MAP2 SECOND YEAR: 2014-15 - 150 pupils

Keep everyone as in first year above and add:

Personnel	FTE	Roles/notes
Assistant Headteacher	Full Time	Responsible for class of year 2 for 0.5 FTE (the class responsibility will decrease over time to zero) Team Leader for Discoverers Stage until 2016 0.5 Leadership Responsibilities Responsible for Assessment for learning Deputizes for Principal
Experienced Teacher SEN	Full time	Essential to recruit someone with SEN expertise 0.5 SENCO 0.5 year 2 class (shared with assistant head) Will become full time SENCO in third year
Teacher	Full Time	Responsible for class of year 1 Responsible for KS1 mathematics

		development
Nursery Nurse	Full Time	Will work across Reception classes and provide liaison with Shining Stars nursery Provide expert early years knowledge Pastoral care Pediatric first aid care
Sports Coach	4 hours per week	To provide high quality sport to yr 2 classes and provide PPA cover. This will build up as number of teachers increase. PPA cover will be provided by sports coaches (thus cheaper PPA cover and high standard of sport-fits with vision)
Teaching Assistants	2 Full time	2 extra needed for ratios/ fit with vision of group teaching etc. Total 7. Two per Reception class One per year one class One per year two class General and specific support within classes, for groups and individuals Will cover supervision of playgrounds
Midday supervisors	2 x 5 hrs week	Increase by 2 so 7 altogether

MAP2 THIRD YEAR: 2015-16 Total pupils 210

Keep everyone as in second year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for class of year 2 Responsible for Art/Music/Drama Leadership training trained to become leader of Discoverers Stage in 2016 with TLR (Previous responsibility of Assistant Head and SENCO-both of these will now be non-teaching, and will fit with expectation of high level of SEN needs)
Teacher	Full Time	Responsible for year 2 class
Teacher	Full Time	Responsible for class of year 3

		Mathematics expertise- team leader for maths KS2
Sports Coach(es)	8 hrs week	Increase of 8 hours - 12 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
Teaching Assistants	2 Full Time	2 extra needed (one for each extra class) for ratios/ fit with vision of group teaching etc. Total 9.
Caretaker/Handyman	0.5 FTE	Assist MAP's existing caretaking team with standard caretaking and site maintenance/litter collection duties
Catering Assistant	3.5 hours per day TTO	Will assist MAP's existing in-house catering team to deliver school meals for the primary
Midday Supervisors	2 x 5 hours per week	Employ 2 more. Total 9.
ICT Technician	0.5 FTE	To assist MAP's existing IT team support the primary.

MAP2 FOURTH YEAR: 2016-17 Total pupils 270

Keep everyone as in third year above and add:

Personnel	FTE	Roles/notes
Experienced KS Class teacher AST	Full time	Experienced KS2 – will be team leader for Explorers Stage (yr 3 and 4) Responsible for management of personnel in Explorers Stage Responsible for class of year 3
Teacher	Full time	Responsible for Year 4 class Science Expertise- will become responsible for KS2 science
Sports Coach(es)	4 hours week	Increase 4 hours - 16 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
Teaching Assistants	3 FTE	Increase TA by 3 staff One for each extra class in year 3 and 4

		One to provide intervention support programmes and lunchtime reading clubs (fits in with vision) - will start later in morning and work over lunch period.
Assistant Administrator	0.5 FTE	To assist the administrator
Midday Supervisors	2 x 5 hours per week	Employ 2 more. Total 11.

MAP2 FIFTH YEAR: 2017-18 Total pupils 330

Keep everyone as in fourth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for Year 4 class
Teacher	Full time	Experienced – will be team leader for Pioneers Stage with TLR Responsible for management of personnel in Pioneers Stage Responsible for Year 5 class
Sports Coach(es)	4 hours week	Increase 4 hours - 20 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
HLTA	Full Time	Will provide additional PPA cover for 20% of week for Explorers team leader SENCO support for Explorers – admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Explorer Pediatric first aid care
Teaching Assistants	3 FTE	Increase TA by 3 staff One for each extra class in year 4 and 5 One to provide intervention support programmes and lunchtime reading clubs (fits in with vision) - will start later in morning and work over lunch period.
Midday Supervisors	1 x 5 hours week	Employ 1 more. Total 12.

MAP2 SIXTH YEAR: 2018-19 Total pupils 390

Keep everyone as in fifth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for Year 5 class English expertise- responsible for KS2 English curriculum
Teacher	Full time	Responsible for Year 6 class
Sports Coach(es)	4 hours per week	Increase 4 hours - 24 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
HLTA	0.5 FTE	Will provide some additional PPA cover for Pioneers team leader SENCO support for Pioneers – admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Pioneer
Teaching Assistants	2 FTE	One for each extra class in year 5 and 6
Assistant Administrator	0.5 FTE	To assist the administrator
Catering Assistant	3.5 hours per day TTO	Will assist MAP's existing in-house catering team to deliver school meals for the primary
Midday Supervisors	1 x 5 hours week	Employ 1 more. Total 13.
ICT Technician	0.5 FTE	To assist MAP's existing IT team support the primary

MAP2 SEVENTH YEAR: 2019-20 Total pupils 420

Keep everyone as in sixth year above and add:

Personnel	FTE	Roles/notes
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Teacher	Full Time	Responsible for Year 6 class
Teacher	Full Time	To provide 1:1 tuition support (80%) and supply cover (20%)
Sports Coach(es)	4 hours per week	Increase 4 hours - 28 hours altogether
Teaching Assistants	1 FTE	One for extra class in year 6
Midday Supervisors	1 x 5 hours week	Employ 1 more. Total 14.

F5 RECRUITING STAFF AND GOVERNORS

Recruiting a Head Teacher for Marine Academy Primary

Marine Academy Trust will ensure that our Head Teacher Designate (HD) is aligned to our educational vision and ethos, as s/he will be the person who will be responsible for achieving the targets we have set through the quality of his/her leadership, management and educational expertise.

The HD will oversee the establishment of MAP2, the primary sector of the all-through Marine Academy, and will have a Deputy to assist in the overall leadership and management of that sector. Therefore, a teacher with some degree of leadership experience is a necessity and experience with academies or professional headship qualifications are an advantage but not essential. Above all, we will seek a teacher who shares our commitment to high expectations and challenge in order to drive through achievement and aspiration across every aspect of the educational experience for all young people and our community.

We expect the Headteacher Designate's responsibilities to extend to :

- The management of the primary school
- The development of staff
- The pursuit of the raising standards agenda
- Being a role model to the students and staff
- Being a figurehead within the Marine Academy and wider community

The educational vision at Marine Academy Trust can be aligned with the five core beliefs of the Future Leaders Charitable Trust, an organisation which aims to tackle educational disadvantage:

EVERY CHILD

All children can achieve even in the most complex environments

NO EXCUSES

Adults (teachers and other school staff, parents and carers) are responsible for ensuring all children reach their potential

HIGH EXPECTATIONS

Providing a high quality education is vital for a fair society that affords every child the full range of opportunities in life

LEAD LEARNING

Great schools are led by great leaders who have a focus on learning and attract, develop and coach great staff to reach every child

NO ISLANDS

A large number of excellent school leaders can lead to a sustainable improvement across the education system. This is crucial to enable all children to succeed.

Marine Academy Trust is in contact with Future Leaders to discuss the recruitment of a Head Teacher Designate for Marine Academy Primary. The Future Leaders programme not only provides guidance for a competency-based recruitment process and techniques but also offers continuing coaching and support opportunities to prepare a Headteacher Designate for opening a new school.

We will use the Future Leaders core competencies as benchmarks for any potential Head Teacher Designate.

Analytical thinking	Impact and influence
Conceptual thinking	Inspiring others
Curiosity and eagerness to learn	Holding to account
Self-awareness	Relating to others
Resilience and emotional maturity	Developing others
Integrity	Collaboration
Personal drive	Political astuteness
Initiative	Moral Purpose

Expanding on these principles, the following guidelines will be used when considering any potential Head Teacher Designate:

- Bring the same core values to the projects as we have set out, a concern for every child and an ambition to help them all achieve their potential. There will be a requirement to be able to show evidence of having worked with such values successfully in previous projects.
- To do more than show interest in all the details of the proposals and be able to challenge areas, suggest improvements and provide examples of experience and innovation.
- To be able to offer strategies for action in order to achieve the set targets.
- To show strength in self-evaluation and personal development.

- To set high standards and expectations for self and for others to ensure that the school is as successful as it can be; to hold themselves and others to account for what is expected of them and actively help others to improve performance and develop.
- Show commitment to understanding diverse interest groups within the wider community and how the school relates to and is able to serve them.
- Handle criticism and answer difficult questions with confidence. Uphold the school ethos and vision against potential opposition. Raise support and enthusiasm for the project from others.
- Relate to others, be an excellent professional role model, but also connect with staff, pupils and parents as a colleague and support.

Having the freedom that working in a Free School will bring will be a great opportunity for everyone working at Marine Academy Primary, given the multiple benefits that an all-through establishment can bring and specifically the huge range of resource made available through our sponsors but particularly the lead sponsor, Plymouth University and specifically the ability to engage in active research and teacher education. Shared resources across the learning campus will enable pupils at Marine Academy Primary to benefit in all aspects of the curriculum and will allow the Head Teacher Designate to plan innovatively; the shared learning community of the Marine Academy will enable the Head Teacher Designate to work in collaboration and partnership with a particular aim to ensure that vertical teaching will allow pupils to both develop according to their own needs and abilities as well as enabling pupils to peer mentor and coach. The Head Teacher Designate post at Marine Academy Primary is an exciting role in educational terms and in the ability to make a real and significant difference to the life chances of individuals and a whole community.

The Head teacher will be the face of Marine Academy Primary in the pre-opening stage. It will be important for parents to know as much about them as possible, as this will strongly influence the perception of the school and its potential success. Given that our Head Teacher Designate may not be working as a Head Teacher prior to appointment, our preferred candidate will need to give notice at their current school in the February half term in order to join us at Easter 2013.

	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	March 2013	April 2013
Sponsors advertise then short list candidates	X	X					
MAP2 moves to pre-opening stage		X					
HR expert plans recruitment process			X	X			
Interviews				X	X		

Preferred candidate identified					X			
Head Teacher Designate position offered					X			
Head Teacher Designate takes up position at MAP2							X	

As soon as the Head Teacher Designate joins the Academy, his or her main role will be to work with the Marine Academy Principal, Senior Vice Principal, Corporate Director of Business & Finance and Director of Operations to refine policies and procedures in order to open the Free School in September 2013 and to plan recruitment, induction and training for staff. They will also spearhead a campaign to raise awareness of the school and become the recognised face of the primary phase of the all-through academy, converting registrations of interest into applications for places. This team will ensure that the school is opened in line with the whole MAP2 vision and ethos and that the funding is used appropriately to ensure the best value for the DfE and also for the pupils and their families who start their journey with us in 2013.

Recruiting other staff for Marine Academy Primary

We have our own HR expert, [REDACTED] who will oversee all recruitment. We will be using high quality trade journals for advertising our vacancies such as the TES. Interviews will be held in accordance with MAP recruitment policy (Appendix 4) and all interview panels will include at least one governor and a primary education expert as appropriate.

Recruiting Governors for Marine Academy Primary

Our intention is that the remit of the existing Governing Body of the secondary Academy would be extended to operate across both schools, secondary and primary. Therefore the existing experienced Governing body will be extended to incorporate new members and would be structured as follows:

The existing Governors of the Marine Academy Plymouth

1. Name: [REDACTED]
Position: [REDACTED]
2. Name: [REDACTED]
Position: [REDACTED]
3. Name: [REDACTED]
Position: [REDACTED]
4. Name: [REDACTED]
Position: [REDACTED]



5. Name: [REDACTED]
Position: [REDACTED]
6. Name: [REDACTED]
Position: [REDACTED]
7. Name: [REDACTED]
Position: [REDACTED]
8. Name: [REDACTED]
Position: [REDACTED]
9. Name: [REDACTED]
Position: [REDACTED]
10. Name: [REDACTED]
Position: [REDACTED]
11. Name: [REDACTED]
Position: [REDACTED]

New members - The Principal of the Primary would join the existing Governing Body upon appointment. He/she would be joined by two Primary Parent Governors and a Primary Staff Governor once its numbers began to increase.

12. Name: **TBA**
Position: Primary Academy Principal and Governor
13. Name: **TBA**
Position: Primary Staff Governor
14. Name: **TBA**
Position: Primary Parent Governor
15. Name: **TBA**
Position: Primary Parent Governor

F6 GOVERNANCE

Marine Academy Plymouth already has in place a robust governance structure constituted under the Memorandum and Articles of the Academy Trust in accordance with the terms of its Funding Agreement with the Secretary of State for Education dated 30 March 2010.

This structure currently comprises:

- three members, one corporate member (the University of Plymouth) and two individuals (both of whom are existing directors/governors), who are the legal owners of the charitable company and who undertake to contribute an amount (not exceeding £10) to the assets of the charitable company in the event of it being wound up. The members are responsible for appointing the directors/governors;
- 11 directors/governors, two of whom are members. They act as the trustees for the charitable activities of Marine Academy Plymouth Limited and are also the directors of the charitable company for the purposes of company law; and

- the Senior Leadership Team of six headed by the Academy's Principal. They control the Academy at an executive level directing the teaching and curriculum at the Academy and implementing the policies laid down by the governors and reporting back to them. They manage the day-to-day operations of the Academy via the report of a Learning Zone Directorate leadership team.

The Board of Governors is responsible for:

- Setting general policy and performance targets;
- Adopting an annual plan and budget;
- Evaluating performance of the Academy and its leadership team including monitoring performance against the annual plan and budget;
- Ensuring funds are being used for the benefit of the students and provide value for money;
- Making major decisions about the strategic direction of the Academy including capital expenditure projects and senior staff appointments;
- Providing support and encouragement to the leadership team and Academy staff and students.

The Governing Body meets twice each term. Its core work-load is devolved to four sub-committees which meet termly. These are the Finance, Personnel, Curriculum and Student Welfare Committees. An Early Years Provision Group meets termly to advise the Student Welfare Committee on nursery issues. Governors sit on those sub-committees which best suit their skill-set, but the Academy's sponsors can also appoint associate governors with a particular area of experience or expertise to augment the sub-committees. These associate governors (of which there are currently three) are entitled to attend full Governing Body meetings but do not have voting rights.

At present the Governing Body can comprise:

- Up to seven Sponsor Governors appointed by the Principal Sponsor;
- One Sponsor Governor appointed by each of the other two Co-Sponsors;
- An LA Governor if required;
- The Academy's Principal;
- One Staff Governor; and
- One Parent Governor.

Our intention is that the remit of the existing Governing Body of the secondary Academy would be extended to operate across both schools, secondary and primary. The Headteacher of the Primary would join the existing Governing Body upon appointment. He/she would be joined by two Primary Parent Governors and a Primary Staff Governor once its numbers began to increase. These four Primary Governors would between them also attend each of the sub-committees of the

existing Governing Body to ensure the primary school was appropriately represented. A Primary School Provision Group will also be established to advise on specific primary educational issues (similar to the existing Early Years Provision Group for the nursery), to which we would seek to co-opt a primary specialist associate governor probably from the Local Authority.

The Principal of the Primary would be a member of the Academy's Senior Leadership Team reporting to the secondary Academy's Principal. He/she would be responsible for managing the day-to-day operations of the primary school via a primary school leadership team similar to that which already exists for the secondary school as outlined in Section F.

Accordingly the revised governance structure would be as set out above.

All governors are required on appointment to declare all their business interests and to advise of any changes to these interests at the outset of each Governing Body or sub-committee meeting. Should at any point during the course of a meeting a governor become aware of a potential conflict of interest, they must immediately declare it and thereafter take no further part in the discussion or vote to ensure impartiality. This would apply to the three Primary governors as well.

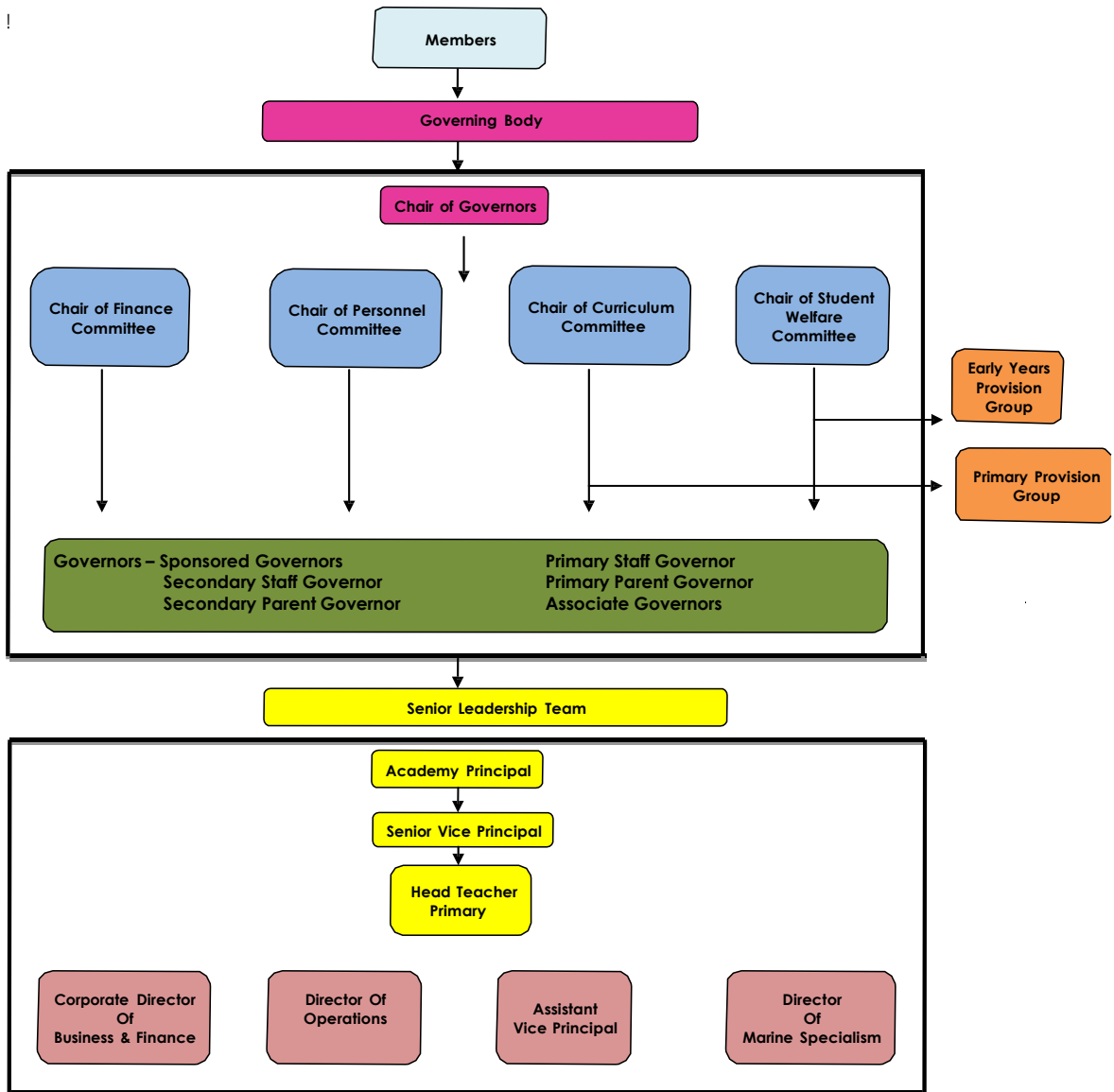
Marine Academy Plymouth's existing Governing Body commission the services of a firm of chartered accountants as its statutory auditors, and a separate accountancy firm to undertake the compliance testing of its accounting functions on behalf of its independent Responsible Officer. Their remit will include the primary school once it is operational.

The Governing Body also contracts an independent educational specialist as a Critical Friend/School Improvement Partner. Reporting to the Governing Body, his role is to challenge and support the Principal and Senior Leadership team in their assessment of how well the Academy is performing and in their planning of future priorities by:

- acting as a critical professional friend to the Academy, helping its leadership to evaluate the Academy's performance, identify priorities for improvement and plan effective change;
- helping build the Academy's capacity to improve pupils' achievement and to realise other key outcomes for pupils that bear on achievement;
- contributing to whole-school improvement in the Academy, including effective contribution to the *Every Child Matters* outcomes;
- providing challenge and support for the senior leadership team in the Academy;
- providing information to the Governing Body on the Academy's performance and development; and
- advising the Academy's Governing Body on the performance management

of the Principal and the Academy's performance management arrangements.

An independent specialist will be contracted by the Governing Body to provide a similar role to the executive function of the primary school.



Section G: Initial costs and financial viability

G INITIAL COSTS AND FINANCIAL VIABILITY

Sections G1-G5

First Financial Plan

██████████

██████████

Section H: Premises

SECTION H PREMISES

Marine Academy Plymouth is making its Free School application for Marine Academy Primary in order to create an all-through Academy. To maximise the educational impact of this all-through Academy, the governors strongly believe that the primary must be located on the existing 7 hectares site in [REDACTED] Plymouth. The Academy currently leases this site under a tenancy at will agreement from the Local Authority prior to conclusion of a 125 years lease. The Local Authority, a sponsor of the Academy, is fully supportive of locating the primary on the existing site. This will have the significant financial advantage of meaning that no land or buildings acquisition costs will be incurred as a result of our proposal.

MAP embarked upon a PfS building project in July 2011 to rebuild, remodel and refurbish its 11-19 secondary site. This project is nearing completion of the tendering stage. A contractor will be appointed at the beginning of February, with work scheduled to commence in July 2012 and completion due in September 2013. PfS has confirmed that we will be able to add a variation to the existing build contract whilst this work is on-going. As a result we will be able to cut out the high costs of procurement normally incurred on such projects, meaning the deliverability factor for our proposal to build a new primary school on the same site is very high.

A second benefit of being able to vary the main build contract is that we will be able to use pre-determined, highly competitive PfS build rates. A drawing of the existing site is set out in the separately provided Appendix 9. MAP will re-build and re-furbish its existing 1980s and 2002 premises before demolishing the old, one-storey pre-war buildings to the south of the existing site. In doing so, it will reduce the size of the secondary premises by some 3,000 m².

There are two main options for the new primary site on the existing school premises. These are to locate it in:

- the old pre-war buildings at the south of the site which are currently earmarked for demolition once the secondary Academy is building project is complete in the Autumn 2013; or
- a new, purpose built site within the existing grounds.

We have considered locating the new primary in the old pre-war building earmarked for demolition. However:

- PfS have already undertaken a detailed assessment of this 1930's section and concluded that it would not represent value for money to redevelop it for technical reasons. To re-furbish it would potentially incur greater costs

than a new build;

- survey work undertaken as part of the MAP feasibility study has identified asbestos in the building and there is strong evidence that an intrusive asbestos survey will reveal that there is asbestos present throughout this building, rendering it unsafe; and
- the demographic evidence highlights the urgent need to deliver the primary provision as soon as possible beginning no later than September 2013. There will of course be cost efficiencies from running any primary construction work concurrent with the main MAP building work. However, under the present MAP project, the secondary school population will be decanted to the 1930's building whilst rebuilding, remodelling and refurbishment is carried out in the newer blocks. If the 1930s buildings were not available for decant because of refurbishment work being undertaken on them for the primary school, an additional £500,000 plus would be added to the total project costs to fund temporary classrooms for the secondary school.

We therefore strongly believe that the most viable solution is to build the new primary school on the existing site. This new building would be separate from the secondary premises situated on the lower, south side of the site on ground that housed school buildings in the 1990s. Drains and other services from the 1990s buildings are still in situ meaning ground works costs will be reduced. Its close proximity to the secondary school will allow it to share resources and facilities with the Marine Academy Plymouth, including, for example, sports and catering facilities, specialist teaching facilities, the IT infrastructure, and an experienced and professional administrative support function. This will enable significant economies of scale in the primary school's running costs once operational; it will also allow us to reduce both the space requirements of the building from the standard 2,114m², and the build costs by some [REDACTED] as follows:

	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
Construction	[REDACTED]	[REDACTED]
Site costs	[REDACTED]	[REDACTED]
Abnormals	[REDACTED]	[REDACTED]
Contractors fees	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
ICT infrastructure & hardware	[REDACTED]	[REDACTED]
Fixtures & fittings	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
Total project build cost	[REDACTED]	[REDACTED]



This new build will therefore provide a quality teaching and learning environment at a highly competitive price with enduring operational economies of scale.

Our existing sponsors will continue to provide expertise and specialist advice where possible throughout each stage of the building project. In particular, the University of Plymouth has provided the services of an experienced Project Manager to work with the Academy's Senior Management Team throughout its secondary building project (at an estimated cost of some [REDACTED]); and its in-house IT team are advising the Academy on the delivery of the new IT infrastructure and hardware requirements saving consultancy costs of some [REDACTED]. Similar support will be offered for the proposed primary new build. No other capital investment, however, is available from any of the Academy's sponsors.

Appendices

- | | |
|-------------------|---|
| Appendix 1 | Curriculum |
| Appendix 2 | Admissions |
| Appendix 3 | MAP2 Marketing Activity for 2012/2013 |
| Appendix 4 | Recruitment and Selection Policy |
| Appendix 5 | Staffing structure at 100% of plan

Additionally - Please refer to the separate .xls document – Appendix 5a MAP2 Financial Plan – Mainstream 100% pupils final, for the detailed financial models |
| Appendix 6 | Staffing structure at 90% of plan

Additionally - Please refer to the separate .xls document – Appendix 6a MAP2 Financial Plan – mainstream 90% pupils final, for the detailed financial models |
| Appendix 7 | Marine Academy Plymouth – Annual report and financial statements |
| Appendix 8 | Marine Academy Plymouth – Management Accounts 2011 |
| Appendix 9 | Marine Academy Plymouth – Campus layout |

Appendix 1 - Curriculum

Appendix 1a Marine Academy Primary Curriculum Map Overview



This overview curriculum map for the year outlines the focus themes for each term for each year group. This curriculum map will be implemented flexibly and adapted in response to events / developments that arise during the year.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Whole School	Anti-Bullying Rosh Hashanah	Christmas Divali World Books	Fairtrade Fortnight Chinese new yr	Charity fundraising Easter	Health week Wesak	Ramadan Be safe
RECEPTION Creators	Our Nursery and Reception class follow the Early Years Foundation Stage curriculum. The focus for each term is developed from the children's ideas and interests.					
Y1 Discoverers	Homes	The Magic of Toys	What is it made of?	Living things	Commotion in the ocean	Wheels
Y2 Discoverers	Safe and Sound	Light it up!	Chocolate	Rumble in the Jungle	Bugs,birds and bees	Fishy Tales
Y3 Explorers	Labyrinth Ancient Egypt	Labyrinth Ancient Egypt	Keeping healthy	Showtime	What's the forecast?	My Money
Y4 Explorers	Treasure	Dinosaurs and all that rubbish	How many wives did Henry have?	Now and then in Plymouth	Liquid Gold	Liquid Gold
Y5 Pioneers	Heroes and Villains	Heroes and Villains	Fair-trade	Earth, Sun and Moon	Brunel	Victorians
Y6 Pioneers	Carrie's War (WW2)	Carries War (WW2)	Dragons Den	Impact	Maritime Adventures	Maritime Adventures



<p><u>ICT</u> <i>Internet Explorer</i></p> <ul style="list-style-type: none"> Using key words and symbols to search the internet effectively Skimming and scanning for relevant information <p>Learning Platform and E-Safety</p> <ul style="list-style-type: none"> Introduction to the LP and Internet Safety <p>Multimedia</p> <ul style="list-style-type: none"> Producing a clay animation on the moon landing. This will involve 	<p><u>Numeracy</u></p> <ul style="list-style-type: none"> Read and write whole numbers in figures and words, and know what each digit represents Use the vocabulary of comparing and ordering numbers, including symbols such as $>$, $<$, \geq , \leq & $=$ Order a set of integers less than 1 million Say one or more numbers lying between two given numbers (revise) Know by heart all multiplication facts up to 10×10 Derive quickly division facts corresponding to multiplication facts up to $10 \div 10$ Recognise that from one multiplication or division fact, others can be found Use the relationship between multiplication and division to multiply and divide mentally Rehearse the concept of a remainder, when dividing Begin to express a quotient as a fraction, or as a decimal when dividing an integer by 2, 4, 5 or 10, or when dividing £.p Make general statements about odd or even numbers, including their sums and differences Make and investigate a general statement about familiar numbers or shapes by finding examples that satisfy it Use knowledge of sums or differences of odd/even numbers to check calculations Recognise and explain patterns and relationships, generalise and predict Recognise and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting 	<p><u>Science</u> <i>Earth, Sun and Moon</i></p> <ul style="list-style-type: none"> Size of the Earth, Sun and Moon compared with each other How day and night are created by the Earth spinning on its axis That the Earth orbits the Sun in one year and that the Moon takes approximately 28 days to orbit the Earth Why we have Seasons How we see the Moon at night The Solar System and the other planets
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<p>combining audio tracks with video tracks via i-movie' software</p>	<p>back, including decimals</p> <ul style="list-style-type: none"> • Recognize parallel and perpendicular lines; use rulers and/or set squares • Recognise properties of rectangles • Classify triangles, using criteria such as equal sides, equal angles, lines of symmetry • Draw and interpret frequency tables, pictograms and bar graphs 	
<p><u>History</u></p> <p>Looking at 'Apollo 11' and the Moon landing.</p> <p>Studying the Life of Neil Armstrong.</p>	<p><u>Literacy</u> <u>Narrative Writing - Imaginary Worlds</u></p> <p>The children explore stories set in imaginary worlds by reading <i>The Spiderwick Chronicles – Book 1 The Field Guide</i>. They discuss the setting and characters, focusing especially on the imaginary creatures and world in the book. They discuss ways in which the author creates suspense as the imaginary world is revealed, and explore the contrasting characters' reactions to the setting and plot, through drama and role play. The children then compare another story of the same genre.</p> <p>The children plan and write their own episode for <i>The Spiderwick Chronicles</i>, inventing a new imaginary scene and creature for the characters to encounter.</p> <p>Imaginary world will then link to creative story writing using ICT as a Stimulus. The children will learn about Science fiction as a genre and how it is portrayed through television and film. They will also use the MYST computer program to help develop creative writing skills.</p> <p><u>Newspaper Report – The Moon Landing</u></p> <p>Children will recap on the features of a newspaper report and develop journalism skills. They will learn to use more complex sentences through the use of commas, colons and semi- colons.</p> <p><u>Persuasive Writing</u> – Children will read, study and analyse a number of</p>	<p><u>Geography</u></p> <p>The children will be studying planetEarth.</p> <p>This will include looking at the continents, the Oceans and the Earth's crust.</p> <p>They will also be finding out about Global Warming and the climates in different countries.</p>

	persuasive texts including adverts. Children will then develop their persuasive writing skills to produce adverts linked to the Learning Theme.	
<u>Art and Design Technology</u> <ul style="list-style-type: none"> • Study Monet's The Starry Night painting. • Origami Stars • Fictional Planets 	<u>PSHE</u> 'SEAL' - New Beginnings <ul style="list-style-type: none"> • recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; • to face new challenges positively by collecting information, looking for help, making responsible choices and taking action • that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other • that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 	<u>PE</u> GAMES Invasion and Target games (Ball Handling Skills) with Focus on Netball and Rugby Invasion and Target games (Implement and Kicking) with focus on Hockey and Football. DANCE Development of movement and performance based on 'City Life.' GYMNASTICS Flight – developing Gymnastic moves involving jumping, landing and creating shapes in the air.
<u>French</u> Introduction to the language	<u>Music</u> <ul style="list-style-type: none"> • Explore Cyclic ry • Space Shuttle compositions 	<u>RE</u> Understanding of Christianity through the

<ul style="list-style-type: none"> • Greetings • Numbers <p>Learning through songs</p>	<ul style="list-style-type: none"> • Analyse known songs, play by ear and write in rhythm solfa • Improvise and write rhythm phrases in simple and compound time • Two part rhythm work using instruments of different timbre 	<p>'Chronicles of Narnia'.</p>
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Visits and visitors

National Marine Aquarium

Appendix 2 – Admissions

Please find below the admissions schemes for Plymouth City Council that MAP2 will follow.

Appendix 2a

PRIMARY CO-ORDINATED
ADMISSIONS SCHEME
Normal point of entry – 2012/2013



Introduction

1. The School Standards and Framework Act 1998, as amended by the Education Act 2002 and supported by The School Admission (Co-ordination of Admission Arrangements) (England) Regulations 2008, requires Local Authorities to formulate a scheme for co-ordinating admission arrangements for all maintained schools in their area.

Interpretation

2. In the scheme:

- **school** means a maintained community, foundation, trust and voluntary aided (VA) school (but not a special school) or an academy;
- **admissions authority** in relation to a community or voluntary controlled school means the Local Authority and, in relation to a foundation, trust and VA school, means the governing body of that school;
- **Local Authority (LA)** means the local council. The LA for Plymouth is Plymouth City Council;
- **the specified year** means the school year 2012/2013, starting September 2012;
- **admission arrangements** means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school;
- **in-year admission** means any application for a place in the first year of entry to an infant, primary or junior school that is received on or after the date specified in *Schedule 2*, and applications for a place in any other year group received at any time from the commencement of the scheme;
- **eligible for a place** means that a child has been placed on a school's ranked list at such a point which falls within the school's published admission number (PAN);

• **nearest appropriate school** means the nearest school to the applicant's home address with a vacancy;

• **PAN** means the Published Admission Number for the year of entry at a school.

3. The scheme shall be determined and processed in accordance with the provisions set out in *Schedule 1* and the timetable set out in *Schedule 2*.

4. The scheme shall apply to every primary and junior school in Plymouth (except special schools) and shall take effect from *September 2011* for admissions to primary and junior schools in *September 2012*.

5. The scheme shall be based on the **equal preferences** system, as defined in the *School Admissions Code of Practice*.

6. Where a child is not resident with his or her parent, parental responsibility must be conferred by the parent directly on the person with whom the child is to reside and not on a third party or a commercial or charitable organisation. Where this involves a person who is not a close relative of the child, it is the responsibility of that person to refer the arrangement to social care as a private fostering arrangement.

SCHEDULE I

PART I - THE SCHEME

1. There shall be a standard form known as the common application form.

2. The common application form shall be used for the purpose of admitting pupils into the first year of an infant, primary or junior school, in the admissions round leading up to the date specified in *Schedule 2*.

3. The common application form shall be used as a means of expressing one or more preferences, in accordance with the School Standards and Framework Act 1998, Section 86, by parents resident in Plymouth wishing to express a preference for their child to be admitted to a school in Plymouth (including foundation, trust and VA schools), or located in another LA's area (including foundation, trust and VA schools).

4. The common application form and the written information that accompanies it shall:

a) invite the parent to express up to three preferences by completing the form - including, where relevant, any schools outside the Plymouth area - in rank order of preference;

b) invite the parent to give reasons for each preference;

c) explain that the parent will receive no more than one offer of a school place and that:

- i) a place will be offered at the highest ranking, nominated school for which the child is eligible for a place; and
- ii) if a place cannot be offered at a nominated school, a place will be offered at an alternative school.

d) specify the closing date and where it must be returned, in accordance with paragraph 9 and 10.

5. The City Council shall make appropriate arrangements to ensure that the common application form is available on the City Council's website and on request from the City Council and from all infant and primary schools as well as preschools in respect of admissions to year R and all infant schools in respect of admissions to year 3 of a junior school in Plymouth. The common application form shall be accompanied by a written explanation of the scheme.

6. The City Council shall make appropriate arrangements and take all reasonable steps to ensure that every parent resident in Plymouth who has a child due to start primary school or who has a child in their last year of infant education has access to a common application form and a written explanation.

7. All preferences expressed on the common application form are valid applications. The governing body of a foundation, trust or VA school may require parents who wish to nominate, or have nominated, their school on the common application form, to provide supplementary information, only where the supplementary information is required for the governing body to apply its over-subscription criteria to the application. Where supplementary information is required, the applicant must return it to the relevant school.

8. When a foundation, trust or VA school receives supplementary information, it shall not be regarded as a valid application unless the parent has also completed either the City Council common application form or, if resident in another area, their home area's common application form, and the school is nominated on it. Where supplementary information is received directly by a foundation, trust or VA school, the school shall inform the City Council so that it can verify whether a common application form or neighbouring area's application form has been received from the parent and, if not, contact the parent to ask them to complete one.

Processing common application forms

9. The closing date for the Council to receive applications for Year R and year 3 of a junior school is as specified in *Schedule 2*.

10. Completed common application forms for children who live in Plymouth shall be returned to the City Council either via an infant or primary school or direct, so that the Council can keep track of parents who do not complete a common application form.

11. Schools shall keep a record of all application forms forwarded to the City Council.

Determining offers in response to the common application form

12. The City Council shall act as a clearing house for the allocation of places by the relevant admission authorities in response to the common application forms. The City Council shall decide to offer or refuse a place only in response to any preference expressed on the common application form where:

- a) it is acting in its separate capacity as an admission authority, or
- b) an applicant is eligible for a place at more than one school, or
- c) an applicant is not eligible for a place at any school that the parent has nominated.

The City Council shall allocate places in accordance with the provisions set out in paragraph 15 of this Schedule.

13. By the date specified in *Schedule 2*, where a parent has nominated a school outside Plymouth, the City Council shall also notify the relevant authority by this date.

14. By the date specified in *Schedule 2*, the City Council shall notify the admission authority for each foundation, trust and VA school of every nomination that has been made for that school, forwarding them a report detailing the relevant information contained in the common application form and any supplementary information received by this date, which schools require in order to apply their over-subscription criteria.

15. By the date specified in *Schedule 2*, the admission authority for each school shall consider all applications for its school, apply the school's over-subscription criteria (if appropriate) and provide the City Council with a list of those applicants ranked according to the school's oversubscription criteria. Schools who are their own admission authority may, subject to agreement by the City Council, defer this task to the City Council.

16. By the date specified in *Schedule 2*, the City Council shall match this ranked list against the ranked lists of the other schools nominated and where the child is:

- eligible for a place at only one of the nominated schools, that school shall be allocated to the child;
- eligible for a place at two or more of the nominated schools, he or she shall be allocated a place at whichever of these is the highest ranked preference;
- not eligible for a place at any of the nominated schools, he or she shall be allocated a place at the nearest appropriate school with a vacancy.

17. By the date specified in *Schedule 2*, the City Council shall inform each of its infant, primary and junior schools of the pupils to be offered places at the school, and inform other LAs of places in Plymouth schools to be offered to their residents.

18. On the date specified in *Schedule 2*, the City Council shall notify all parents by first class post that they are being offered a place at a school. This letter will include:

- the name of the school at which a place is offered;
- the reasons why the child is not being offered a place at each of the other schools nominated on the common application form;
- information about the statutory right of appeal against the decisions to refuse places at the other nominated schools;
- information about school waiting lists;
- via the website, contact details for the school; the City Council; and those nominated foundation, trust or VA schools where the child was not offered a place, so that the parent may lodge an appeal with the governing body;
- information about places still available at other schools;
- a requirement to notify the City Council whether the applicant intends to accept the place allocated to the child.

Additionally, parents who applied for a school place online and who requested electronic confirmation, will receive an email on the notification date to confirm the school allocated.

Allocation letters for this scheme will be issued by the City Council on behalf of all schools until the date specified in schedule 2 as the end of the co-ordinated scheme. Allocation letters must not be sent by individual schools. After this date, the in-year co-ordinated scheme comes into force.

19. By the date specified in Schedule 2, parents/carers must notify acceptance of a school place. Failure to notify acceptance may result in withdrawal of the place offered. Parents declining the offer of a place should notify the educational arrangements they plan to provide for their child.

20. Where no common application form is submitted by the notification date, a place shall be offered at the nearest appropriate school with a vacancy in response to a late application. The City Council shall seek evidence to establish to which children this applies.

21. Neither the City Council nor any school shall inform any parent before the notification date of whether a place will be or has been allocated at any school to any child who is the subject of an application.

Children resident abroad

22. Where the child is not currently resident in the United Kingdom, an application will be accepted on the provision of a photocopy of his/her passport confirming the nationality of a country in the European Economic Area (EEA) or Switzerland and proof of residence in Plymouth.

23. Where a child is not currently resident in the United Kingdom, an application will not be accepted from children whose nationality is of a country other than those of the EEA or Switzerland. No offer will be made by the LA to a child which may influence a decision by the Border and Immigration Agency to admit or refuse entry to the United Kingdom.

24. Where a child whose nationality is of a country other than those in the EEA or Switzerland, an application will be accepted on production of his/her passport. This will establish that the child has been admitted to the United Kingdom and make any visa restriction available for inspection. An address in Plymouth will also be required.

25. The countries which constitute the EEA are Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Republic of Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, The Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom.

Waiting Lists

26. Each admission authority shall maintain waiting lists and re-allocate any places that may have become vacant since the allocation date specified in *Schedule 2* to applicants who have not yet been offered a place, for example, late applicants whose preferences have not yet been considered. A child will automatically be placed on a waiting list, to be re-allocated a place if one becomes available after the notification date, at any school ranked higher on the common application form than the school that was offered. By change of preference, a child may join a waiting list for a school not previously requested.

27. Accordingly, where a child has been allocated a place:

- at the parent's first ranked preference school, he or she will not be considered for reallocation;
- at the parent's second ranked preference school, he or she may be placed on the waiting list of the first ranked preference school, but not the third;
- at the parent's third ranked preference school, he or she may be placed on the waiting lists of the first and second ranked preference schools;
- at a school that the parent did not nominate on the common application form, he or she may be placed on the waiting lists of any schools that were nominated.

28. Waiting lists shall be kept up until the date specified in *Schedule 2* as the start of the in-year admissions procedure. From that date, the procedures outlined in the in-year co-ordinated scheme apply.

PART II - LATE APPLICATIONS

29. The closing date for applications in the normal admissions round is specified in *Schedule 2*. As far as is reasonably practicable, applications for places in the normal admissions round that are received late *for good reason* shall be accepted provided they are received before the date specified in *Schedule 2* as the start of the allocation procedure. What will be considered as *good reason* include:

- when a single parent has been ill for some time, or has been dealing with the death of a close relative;
- where a family has just moved into the area or is returning from abroad (proof of ownership or tenancy of a property in Plymouth will be required in these cases).

The City Council will also consider other circumstances and decide each case on its own merits.

30. Applications received after the date specified in *Schedule 2* as the start of the allocation procedure, but before the date specified in *Schedule 2* as the start of the in-year admissions procedure, shall be considered after the allocation procedure has ended, the date for which is also specified in *Schedule 2*. If possible, late applicants will be offered a school place on the notification date specified in *Schedule 2* but, if not, normally within four weeks of the City Council receiving the application.

31. Late applications made direct to any school on the common application form shall be forwarded to the City Council without delay. Where only the supplementary information is received, the school shall inform the City Council without delay so that it can verify whether a common application form has been received from the parent and, if not, contact the parent and ask them to complete one. The City Council shall enter the details onto its central database and, after consultation with the relevant admission authority, offer a place at the school highest in the parent's order of preference that has a vacancy or, if not, at the nearest appropriate school with a vacancy.

32. Children who are the subject of a direction by the LA to admit or who are allocated to a school in accordance with the Fair Access Protocol will take precedence over any child on a waiting list.

PART III - IN-YEAR ADMISSIONS

33. Applications received on or after the first day of the first school term of the admission year will be treated as an in-year application as will an application for admission to an age group other than the relevant age group. Note that a separate co-ordinated scheme applies to in-year admissions.

PART IV - MANAGING COMPLIANCE WITH THE INFANT CLASS SIZE DUTY

34. Section 1 of the School Standards & Framework Act 1998 (as amended by the Education Act 2002) and the Education (Infant Class Sizes) (England) Regulations 1998 limit the size of an infant class during an ordinary teaching session to 30 pupils per school teacher. More detailed regulations say that:

“no infant class ... shall contain more than 30 pupils while an ordinary teaching session is conducted by a single school teacher”.

35. Regulations (the Education (Infant Class Sizes) (England) Regulations 1998 as amended by the Education (Infant Class Sizes) (England) (Amendment) Regulations 2006) prescribe the limited circumstances in which pupils may be admitted as exceptions to the infant class size limit.

These exceptions are:

a) children with statements of special educational needs who are admitted to the school outside the normal admissions round;

b) children moving into the area outside the normal admissions round for whom there is no other available school within a reasonable distance (the regulations require that admission authorities must check with local authorities before determining that a child falls into this category);

c) children admitted after the initial allocation of places because the person responsible for making the decision recognises that an error was made in implementing the school's admission arrangements and a place ought to have been offered;

d) looked after children admitted outside the normal admissions round;

e) children admitted where an independent appeal panel upholds an appeal on the grounds that the child would have been offered a place if the admission arrangements had been properly implemented, and/or the admission authority's decision to refuse a place was not one which a reasonable admission authority would have made;

f) children who are registered pupils at special schools and who, by arrangement with another school which is not a special school, receive part of their education at that other school;

g) children with special educational needs who are registered pupils at a school which is not a special school and are normally educated in a special educational needs unit attached to that school, and attend an infant class in the mainstream school (i.e. not in the unit) where this has been deemed as beneficial to the child.

In the case of f) and g), the child will remain an exception for **any** time they spend in an infant class at the mainstream school or outside the special unit. However in **all** other circumstances the child will only remain an exception for the remainder of the school year in which they are admitted. Measures **must** be taken the following year to ensure the class falls within the infant class limit.

36. Schools are required to accurately complete Census returns for submission to the LA. The LA has a duty to check these returns before submitting to the Department for Children, Schools and Families.

37. Schools that do not comply with infant class size restrictions will be required to take qualifying measures in order to comply with the class size limit.

SCHEDULE 2

Timetable for admissions to Year R in an infant, primary or junior school

From 2 September 2011	<ul style="list-style-type: none"> • Availability of Parents Guide and relevant application forms
By 15 January 2012	<ul style="list-style-type: none"> • Common application forms are returned to the City Council. Proof of date of posting will be required for applications received after this date in order to verify the submission date. • Supplementary information, as required, is sent direct to the relevant foundation, trust or VA school
By 10 February 2012	<ul style="list-style-type: none"> • The City Council sends to other Local Authorities details of relevant applications received. • The City Council sends to foundation, trust and VA schools details of relevant applications received. • The City Council notifies each community and voluntary controlled school of the number of applications for the school and how the applications were ranked.
By 2 March 2012	<ul style="list-style-type: none"> • Foundation, trust and VA schools provide the City Council with ranked lists of applicants. <p>The allocation procedure starts</p>
By 31 March 2012	<ul style="list-style-type: none"> • The City Council has matched the ranked lists of all schools and allocated places. • The City Council notifies other LAs of applicants from their areas who have been offered places in Plymouth schools.
By 16 April 2012	The City Council notifies each school of the applicants who have been offered places at the school.
20 April 2012	<i>The City Council sends allocation notifications to parents.</i>
By 4 May 2012	Parents/carers to respond to allocation notifications.
From 1st day of term 1	Applications for Year R or Y3 are treated as in-year

(autumn) 2012	admissions.



Appendix 2b

SECONDARY CO-ORDINATED ADMISSIONS SCHEME

Normal point of entry – 2012/2013



Introduction

1. The School Standards and Framework Act 1998, as amended by the Education Act 2002 and supported by The School Admission (Co-ordination of Admission Arrangements) (England) Regulations 2008, requires Local Authorities to formulate a scheme for co-ordinating admission arrangements for all maintained schools in their area. Academies are required to participate in the co-ordinated scheme.

Interpretation

2. In the scheme:

- **school** means a maintained community, foundation, trust or voluntary aided (VA) school (but not a special school) or an academy;
- **admissions authority** in relation to a community or voluntary controlled school means the Local Authority and, in relation to an academy, foundation, trust or VA school, means the governing body of that school;
- **Local Authority (LA)** means the local Council. The LA for Plymouth is Plymouth City Council;
- **the specified year** means the school year 2012/13, starting September 2012;
- **admission arrangements** means the arrangements for a particular school or schools which govern the procedures and decision making for the purposes of admitting pupils to the school;
- **in-year admission** means any application for a place in the first year of secondary education that is received on or after the date specified in Schedule 2, and applications for a place in any other year group received at any time from the commencement of the scheme;
- **eligible for a place** means that a child has been placed on a school's ranked list at such a point which falls within the school's published admission number (PAN);
- **nearest appropriate school** means the nearest academy, comprehensive school or community college to the applicant's home address with a vacancy;

- **PAN** means the Published Admission Number for the year of entry at a school.
3. The scheme shall be determined and processed in accordance with the provisions set out in *Schedule 1 and the timetable set out in Schedule 2.*
 4. The scheme shall apply to every secondary school including academy, foundation, trust and voluntary aided schools in Plymouth (except special schools) and shall take effect from September 2011 for admissions to secondary schools in September 2012.
 5. The scheme shall be based on the **equal preferences** system, as defined in the *School Admissions Code of Practice.*
 6. Where a child is not resident with his or her parent, parental responsibility must be conferred by the parent directly on the person with whom the child is to reside and not on a third party or a commercial or charitable organisation. Where this involves a person who is not a close relative of the child, it is the responsibility of that person to refer the arrangement to social care as a private fostering arrangement.

SCHEDULE 1

PART I - THE SCHEME

1. There shall be a standard form known as the common application form.
2. The common application form shall be used for the purpose of admitting pupils into the first year of secondary education (year 7) in the admissions round leading up to the date specified in *Schedule 2.*
3. The common application form shall be used as a means of expressing one or more preferences, in accordance with the School Standards and Framework Act 1998, Section 86, by parents resident in Plymouth wishing to express a preference for their child to be admitted to a school in Plymouth (including academy, foundation, trust and VA schools), or located in another LA's area (including academy, foundation, trust and VA schools).
4. The common application form and the written information that accompanies it shall:
 - a) invite the parent to express up to three preferences by completing the form - including, where relevant, any schools outside the Plymouth area - in rank order of preference;
 - b) invite the parent to give reasons for each preference;
 - c) explain that the parent will receive no more than one offer of a school place and that:

- i) a place shall be offered at the highest ranking, nominated school for which the child is eligible for a place; and
- ii) if a place cannot be offered at a nominated school, a place shall be offered at an alternative school;

d) specify the closing date and where it must be returned, in accordance with paragraphs 9 and 10.

5. The City Council shall make appropriate arrangements to ensure that the common application form is available on the City Council's website and on request from the City Council and from all primary and junior schools in Plymouth and shall be accompanied by a written explanation of the scheme.

6. The City Council shall make appropriate arrangements and take all reasonable steps to ensure that every parent resident in Plymouth who has a child in their last year of primary education has access to a common application form and a written explanation.

7. All preferences expressed on the common application form are valid applications. The governing body of an academy, foundation, trust or VA school may also require parents who wish to nominate, or have nominated, their school on the common application form, to provide such supplementary information as is required for the governing body to apply its over-subscription criteria to the application. Where supplementary information is required, the applicant shall return it direct to the relevant school.

8. When an academy, foundation, trust or VA school receives supplementary information, it shall not be regarded as a valid application unless the parent has also completed either the City Council common application form or, if resident in another area, their home area's common application form, and the school is nominated on it. Where supplementary information is received directly by an academy, foundation, trust or VA school, the school shall inform the City Council so that it can verify whether a common application form has been received from the parent and, if not, contact the parent to ask them to complete one.

Processing common application forms

9. The closing date for the City Council to receive applications for Year 7 is as specified in *Schedule 2*.

10. Completed common application forms for Year 6 children who live in Plymouth shall be returned to the City Council either via a primary school or direct, so that the City Council can keep track of parents who do not complete a common application form.

11. Schools shall keep a record of all application forms forwarded to the City Council.

Determining offers in response to the common application form

12. The City Council shall act as a clearing house for the allocation of places by the relevant admission authorities in response to the common application forms. The City Council shall decide to offer or refuse a place only in response to any preference expressed on the common application form where:

- a) it is acting in its separate capacity as an admission authority, or
- b) an applicant is eligible for a place at more than one school, or
- c) an applicant is not eligible for a place at any school that the parent has nominated.

The City Council shall allocate places in accordance with the provisions set out in paragraph 15 of this Schedule.

13. By the date specified in *Schedule 2*, where a parent has nominated a school outside Plymouth, the City Council shall also notify the relevant authority by this date.

14. By the date specified in *Schedule 2*, the City Council shall notify the admission authority for each academy, foundation, trust and VA school of every nomination that has been made for that school, forwarding them a report detailing the relevant information contained in the common application form and any supplementary information received by this date, which schools require in order to apply their over-subscription criteria.

15. By the date specified in *Schedule 2*, the admission authority for each school shall consider all applications for its school, apply the school's over-subscription criteria (if appropriate) and provide the City Council with a list of those applicants ranked according to the school's oversubscription criteria. Schools who are their own admission authority may, subject to agreement by the City Council, defer this task to the City Council.

16. By the date specified in *Schedule 2*, the City Council shall match this ranked list against the ranked lists of the other schools nominated and where the child is:

- eligible for a place at only one of the nominated schools, that school shall be allocated to the child;
- eligible for a place at two or more of the nominated schools, he or she shall be allocated a place at whichever of these is the highest ranked preference.
- not eligible for a place at any of the nominated schools, he or she shall be allocated a place at the nearest appropriate school with a vacancy.

17. By the date specified in *Schedule 2*, the City Council shall inform each of its secondary schools of the pupils to be offered places at the school, and inform other LAs of places in Plymouth schools to be offered to their residents.

18. On the National Allocation Date (1st March each year or next working day should 1st March fall on a non-working day), parents shall be notified by first class

post that they are being offered a place at a school. This letter shall include:

- the name of the school at which a place is offered;
- the reasons why the child is not being offered a place at each of the other schools nominated on the common application form;
- information about their statutory right of appeal against the decisions to refuse places at the other nominated schools;
- information about school waiting lists;
- via the website, contact details for the school; the City Council; and those nominated academy, foundation, trust and VA schools where the child was not offered a place, so that the parent may lodge an appeal with the governing body;
- the assessment decision to those parents whose child sat a grammar school selection test;
- information about places still available at other schools;
- a requirement to notify the City Council whether the applicant intends to accept the place allocated to the child.

Additionally, parents who applied for a school place online and who requested electronic confirmation, will receive an email on the national allocation date to confirm the school allocated.

Allocation letters for this scheme will be issued by the City Council on behalf of all schools until the date specified in schedule 2 as the end of the co-ordinated scheme. Allocation letters must not be sent by individual schools. After this date, the in-year co-ordinated scheme comes into force.

19. By the date specified in Schedule 2, parents/carers must notify acceptance of a school place. Failure to notify acceptance may result in withdrawal of the place offered. Parents declining the offer of a place should notify the educational arrangements they plan to provide for their child.

20. Where no common application form is submitted by the national allocation date, a place shall be offered at the nearest appropriate school with a vacancy in response to a late application. The City Council shall seek evidence to establish to which children this applies.

21. Neither the City Council nor any school shall inform any parent before the national allocation date of whether a place will be or has been allocated at any school to any child who is the subject of an application.

Children resident abroad

22. Where the child is not currently resident in the United Kingdom, an application will be accepted on the provision of a photocopy of his/her passport confirming the nationality of a country in the European Economic Area (EEA) or Switzerland and proof of residence in Plymouth.

23. Where a child is not currently resident in the United Kingdom, an application will not be accepted from children whose nationality is of a country other than those of the EEA or Switzerland. No offer will be made by the LA to a child which may influence a decision by the Border and Immigration Agency to admit or refuse entry to the United Kingdom.

24. Where a child whose nationality is of a country other than those in the EEA or Switzerland, an application will be accepted on production of his/her passport. This will establish that the child has been admitted to the United Kingdom and make any visa restriction available for inspection. An address in Plymouth will also be required.

25. The countries which constitute the EEA are Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Republic of Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, The Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom.

Waiting Lists

26. Each admission authority will maintain waiting lists and re-allocate any places that may have become vacant since 1st March to applicants who have not yet been offered a place, for example, late applicants whose preferences have not yet been considered. With the exception of Devonport High School for Boys, a child will automatically be placed on a waiting list, to be re-allocated a place if one becomes available after the notification date, at any school ranked higher on the common application form than the school that was offered. By change of preference, a child may join a waiting list for a school not previously requested. In the case of Devonport High School for Boys, eligibility to join the waiting list is dependent upon score attained in the selection examination.

27. Accordingly, where a child has been allocated a place:

- at the parent's first ranked preference school, he or she shall not be considered for reallocation;
- at the parent's second ranked preference school, he or she may be placed on the waiting list of the first ranked preference school, but not the third;
- at the parent's third ranked preference school, he or she may be placed on the waiting lists of the first and second ranked preference schools.
- at a school that the parent did not nominate on the common application form, he or she may be placed on the waiting lists of any schools that were nominated.

28. Waiting lists shall be kept until the date specified in *Schedule 2* as the start of the in-year admissions procedure. From that date, the procedures outlined in the in-year co-ordinated scheme apply.

Selection Tests

29. Where a selection test is part of the school's admission arrangements, the admission authority for the school shall make it clear to the parent that they are required to express a preference for that school on the common application form and lodge it with the City Council before the child is tested. No school shall allow a child to undertake any selection test (whether a test of ability or aptitude) which is required as part of that school's admission arrangements, unless that school is nominated on the common application form. Parents shall not be notified of the result of any selection tests before the allocation date specified in *Schedule 2*.

PART II - LATE APPLICATIONS

30. The closing date for applications in the normal admissions round is specified in *Schedule 2*. As far as is reasonably practicable, applications for places in the normal admissions round that are received late *for good reason* will be accepted provided they are received before the date specified in *Schedule 2* as the start of the allocation procedure. What will be considered as *good reason* include:

- when a single parent has been ill for some time, or has been dealing with the death of a close relative;
- where a family has just moved into the area or is returning from abroad (proof of ownership or tenancy of a property in Plymouth will be required in these cases). The City Council will also consider other circumstances and decide each case on its own merits.

31. Applications received after the date specified in *Schedule 2* as the start of the allocation procedure, but before the date specified in *Schedule 2* as the start of the in-year admissions procedure, shall be considered after the allocation procedure has ended, the date for which is also specified in *Schedule 2*. If possible, late applicants will be offered a school place on the national allocation date but, if not, normally within four weeks of the City Council receiving the application.

32. Late applications made direct to any school on the common application form shall be forwarded to the City Council without delay. Where only the supplementary information is received, the school shall inform the City Council without delay so that it can verify whether a common application form has been received from the parent and, if not, contact the parent and ask them to complete one. The City Council shall enter the details onto its central database and, after consultation with the relevant admission authority, offer a place at the school highest in the parent's order of preference that has a vacancy or, if not, at the nearest appropriate school with a vacancy.

33. Children who are the subject of a direction by the LA to admit or who are allocated to a school in accordance with the Fair Access Protocol will take

precedence over any child on a waiting list.

PART III – IN-YEAR ADMISSIONS

34. Applications received on or after the first day of the first school term of the admission year will be treated as an in-year application as will an application for admission to an age group other than the relevant age group. Note that a separate co-ordinated scheme applies to in-year admissions.

SCHEDULE 2

Timetable for admissions to Year 7 in a secondary school

From 2 September 2011	<ul style="list-style-type: none"> • Availability of Parents Guide and relevant application forms.
By 31 October 2011	<ul style="list-style-type: none"> • Common application forms are returned to the City Council. Proof of date of posting will be required for applications received after this date in order to verify the submission date. • Supplementary information, as required, is sent direct to the relevant foundation, trust or VA school.
By 2 December 2011	<ul style="list-style-type: none"> • The City Council sends to other LAs details of relevant applications received. • The City Council sends to academy, foundation, trust and VA schools details of relevant applications received. • The City Council notifies each community school of the number of applications for the school and how the applications are ranked.
By 9 January 2012	<ul style="list-style-type: none"> • Academy, foundation, trust and VA schools provide the City Council with ranked lists of applicants.
By 3 February 2012	<ul style="list-style-type: none"> • 11-plus selection tests are completed <p>The allocation procedure starts</p>
By 17 February 2012	<ul style="list-style-type: none"> • The City Council has matched the ranked lists of all schools and allocated places. • The City Council notifies other LAs of applicants from their areas who will be offered places in Plymouth schools on 1 March.
By 28 February 2012	<ul style="list-style-type: none"> • The City Council notifies each school of the applicants who will be offered places at the

	school on 1 March.
1 March 2012	The City Council sends allocation notifications to parents
By 15 March 2012	Parents/carers to respond to allocation notifications.
From 1st day of term 1 (autumn) 2012 (1 September)	<ul style="list-style-type: none"> • Applications for Year 7 are treated as in-year admissions

Appendix 3 – MAP2 Marketing Activity for 2012/2013

Appendix 3a

Cross-referencing to Key Marketing Activities

Theme	MAP2 Satisfaction Survey	MAP2 Research Strategy	MAP2 Marketing Strategy
Understanding community's needs	x	x	Research activities, e.g. focus groups, surveys
Overcoming barriers to participation in learning: SEN, EAL, Financial (eg cost of uniform). Meeting the needs of ALL students from the catchment area	x	x	Appropriate promotion collateral, (ensure text has fog index less of than 8, use Google Translate, and grass roots, F2F engagement) delivery of messages and of clear information around sources of financial assistance
Understanding what motivates parents to use MAP2	x	x	Research activities e.g. surveys, focus groups, parent feedback -
Understanding what Families think of education and learning services they receive	x	x	Research activities e.g. surveys, focus groups, suggestions/complaints
Tracking and participation within groups	x	x	MIS profiles, marketing penetration levels

This plan will be continually reviewed to ensure that MAP2 has the desired profile within the area, and will meet its target enrolment.

Appendix 3b

MAP2 Marketing Activities
2012/13

MAP2 Marketing plan up to
September 2013

April 2012	July 2012	Oct 2012	Jan 2013	March 2013	May 2013	June 2013	August 2013
Develop and promote Website	Launch Website	Evaluate	Design & Copy write Newsletters	Video presentations X2	Design & Copy write Newsletters	Evaluate	Mop up campaign
Write & Design Prospectus	Launch & Distribute Prospectus	Distribute Newsletters	Posters & trifold leaflet create & distribute	Distribute Newsletters	Posters Create & distribute	Distribute Newsletters	
Create trifold leaflet and distribute	Design & distribute posters						
Create video	Write & Design newsletter		Create Video			Create video	Create Digital Handbook for Website
Develop Brand Photography	Launch Social Media presence	Email campaign	Open Event	Email Campaign	Open Event	Email Campaign	
Banner Stand	Stakeholder activity/ Consultation	Stakeholder Activity/ Consultation	Stakeholder Activity/ Consultation	Stakeholder Activity/ Consultation	Stakeholder Activity	Stakeholder Activity	
Press Release x2	Press Release x2	Press Release x2	Press Release x2	Press Release x2	Press release x2	Press release x2	Press Release x2

Appendix 4 – Recruitment and Selection Policy

MARINE ACADEMY PLYMOUTH POLICIES
 VERSION CONTROL SHEET
POLICY NAME: Recruitment and Selection Policy
 Policy Prepared by: [REDACTED]

Document date	Filename	Mtg submitted	Summary of changes required
01-09-11			PCC Policy applied to MAP

CONTENTS:

1 Introduction	4
2 Recruitment and Selection Policy Statement	4
3 Purpose	4
4 Scope	4
5 Aims	5
6 Principles	5
7 Equal Opportunities	6
8 Safer Recruitment – Training	6
9 Pre-Recruitment Process	6
10 Interviews	7
11 Conditional offer of employment: Pre employment checks	8
12 Post appointment induction	9

1 Introduction

This Recruitment and Selection Policy has been produced in line with the DFE Guidance 'Safeguarding Children and Safer Recruitment in Education (January 2007)'. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Safeguarding and promoting the welfare of children and young people is an integral factor in recruitment and selection and is an essential part of creating safe environments for children and young people.

2 Recruitment and selection policy statement

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The Academy is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the Academy's performance and fundamental to the delivery of a high quality service.

3 Purpose

To ensure that the recruitment of all staff (including volunteers) is conducted in a fair, effective and economic manner.

To achieve this purpose, those that are responsible for each stage of the recruitment process will demonstrate a professional approach by dealing honestly, efficiently and fairly with all internal and external applicants.

4 Scope

The policy applies to all Academy employees and governors responsible for and involved in the recruitment and selection of all staff. Recruitment of the Principal and Vice Principal will be the responsibility of the sponsors.

The ultimate responsibility for recruitment and selection lies with the Governing Body. The Governing Body may delegate the responsibility to the Principal for appointing staff other than those to the senior leadership group.

5 Aims

To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process.

To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation.

To ensure the most cost effective use is made of resources in the recruitment and selection process.

6 Principles

The following principles are encompassed in this policy:

- All applicants will receive fair treatment and a high quality service
- The Job Description, person specification and role profile are essential tools and will be used throughout the process
- Employees will be recruited on the knowledge, experience and skills needed for the job
- Selection will be carried out by a panel with at least two members but preferably with three. At least one member of the panel will have received appropriate training on the recruitment and selection process as recommended by the DFE.
- Selection will normally be based on a minimum of completed application form, shortlisting and interview
- Monitoring and evaluation are essential for assessing the effectiveness of the process
- All posts will normally be advertised
- The Equality Act 2010 makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the employer aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment.

7 Equal Opportunities

The Academy is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, religion/belief, age, disability, marital status, sex and sexual orientation. The Academy acknowledges that unfair discrimination can arise on occasion and therefore will ensure that the Equal Opportunities Policy is the foundation for all its activities.

8 Safer Recruitment – training

It is a requirement that at least one member of the interview panel has completed the Safer Recruitment Training successfully prior to the start of the recruitment process.

9 Pre-recruitment process

- The objective of the recruitment process is to attract, select and retain staff who will successfully and positively contribute to the future development of the Academy. The first experience an individual has is important; therefore the experience should be positive and all those responsible for recruiting will: Leave a positive image with unsuccessful applicants
- Give successful applicants a clear understanding of the post and what is expected of them
- Reduce the risk of a bad selection decision that can be expensive and may cause line management problems in the future or may not meet the Academy's commitment to safeguard children and young people.

Application form

A standard application form will be used to obtain a common set of core data from all applicants.

Job description/person specification/ role profile

The Academy will ensure that up-to-date information about each position is available for candidates. For support staff roles the role profile will be checked for accuracy and if any changes to the role are made, it will be sent for job evaluation.

References

The purpose of seeking references is to obtain objective and factual information to support the appointment decision. They will always be sought and obtained directly from the referee.

References will be sought on all short listed candidates, and will be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

10 Interviews

The interview will assess the merits of each candidate against the job requirements

and explore their suitability to work with children and young people. The selection process for people who will work with children and young people will always include a face-to-face interview even if there is only one candidate.

Interview panel

A minimum of two interviewers will form the interviewing panel, but preferably three. The members of the interview panel will be the same people who undertook shortlisting. At least one member of the panel will have completed the appropriate training on safer recruitment as recommended by the DFE.

The members of the panel will:

- Have the necessary authority to make decisions about appointments
- Be appropriately trained
- Meet before the interviews to:

Reach a consensus about the required standard for the job to which they are appointing

Consider the issues to be explored with each candidate and who on the panel will ask about each of those;

Agree their assessment criteria in accordance with the person specification or role profile.

The recruitment interview

In addition to assessing and evaluating the applicants suitability for the particular post, the interview panel will also explore:

- The candidate's attitude toward children and young people
- His/her ability to support the Academy agenda for safeguarding and promoting the welfare of children
- Gaps in the candidate's employment history
- Concerns or discrepancies arising from the information provided by the candidate and/or a referee; and
- Ask the candidate if they wish to declare anything in light of the requirement for a CRB check.

If, for whatever reason, references are not obtained before the interview, the candidate will also be asked at interview if there is anything s/he wishes to declare/discuss in light of the questions that have been (or will be) put to his/her referees. Where references are not available at the time of interview these will be obtained before any appointment is confirmed and any concerns explored with the candidate.

11 Conditional Offer of Appointment: Pre-employment Checks

An offer of appointment will be conditional upon:

- The receipt of at least two satisfactory references
- Verification of the candidate's identity
- Verification of eligibility to work in the UK

- Verification of qualifications
- Verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted)
- A check of DFE list 99 and a satisfactory CRB Enhanced disclosure
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and
- (for support staff posts) satisfactory completion of the probationary period.

The Academy will seek advice from the Local Authority's Safeguarding Business Manager if a disclosure reveals information that a candidate has not disclosed in the course of the selection process.

All checks will be:

- Confirmed in writing
- Documented and retained on the personnel file (subject to certain restrictions on the retention of information imposed by CRB regulations)
- Recorded on the Academy's central record database; and
- Followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where :

- An applicant is found to be on List 99 or the PoCA list, or the disclosure shows s/he has been disqualified from working with children by a Court or;
- An applicant has provided false information in, or in support of, his/her application; or
- There are serious concerns about an applicant's suitability to work with children and young people

The facts must be reported to the police and/or the DFE Children's Safeguarding Operations unit. The Academy will liaise with the Local Authority's Business Safeguarding Manager where this is the case.

12 Post Appointment Induction

All staff, governors and other volunteers newly appointed to the Academy, regardless of previous experience, will have an induction session with the Director of Operations.



Appendix 5 Staffing structure at 100% of plan

Please refer to the separate document – Appendix 5a MAP2 Financial Plan – mainstream 100% pupils final, for the detailed financial models

MAP2 Staffing Structure in the first year 2013-14

Total pupils 90

Assuming opening with **two** classes of Reception and **one** class of Year 1 and ensuring the right ‘skill set’ from the beginning to build upon.

Personnel	FTE	Roles/notes
Principal	Full Time	Will teach for 20% of week to cover PPA for two teachers in the first year. Will be the lead SENCO for the first year (HLTA for support)
Experienced Teacher AST	Full Time	(Essential- expert in Foundation Stage /KS1 practitioner) Appointed as Key Stage 1/FS co-ordinator/ <u>team leader</u> Responsibility for one class of Foundation Pupils Will manage performance of other teachers in Reception and Year 1 Responsible for whole curriculum development <u>Deputises for head in first year</u>
Experienced Teacher	Full Time	Responsible for Reception class Has expert Literacy/Language knowledge Responsible for Literacy and EAL

Personnel	FTE	Roles/notes
		Has completed ECAR (Every Child a Reader) and ECAT training - will deliver these programmes.
Teacher	Full Time	Responsible for class of year 1 Responsible for home school partnership Responsible for KS1 Science development
HLTA	Full Time	Not class based but employed for specific duties: Will provide cover PPA for 20% of week SENCO support –admin/parent meetings/ agency support/CAF and referrals in conjunction with Principal. Deliver intervention/extension programmes for individuals and groups Pediatric first aid care
Teaching Assistants	5 Full time	Needed for ratios/ fit with vision of group teaching etc Two per Reception class One per year one class General and specific support within classes, for groups and individuals Will cover supervision of playgrounds
Midday supervisors	5 staff 1x hour day 5 hrs a week	5 staff to supervise midday break

Personnel	FTE	Roles/notes
Speech and Language Therapist	6 hours per week	Will be contracted-in to make assessments and devise communication programmes for TAs to deliver
Caretaker/Handyman	0.5 FTE	Assist MAP's existing caretaking team with standard caretaking and site maintenance/litter collection duties
Administrator	1 TTO (43 weeks)	Secretary/receptionist with financial responsibilities (supported by MAP Finance team)

MAP2 SECOND YEAR: 2014-15 - 150 pupils

Keep everyone as in first year above and add:

Personnel	FTE	Roles/notes
Assistant Headteacher	Full Time	Responsible for class of year 2 for 0.5 FTE (the class responsibility will decrease over time to zero) Team Leader for Discoverers Stage until 2016 0.5 Leadership Responsibilities Responsible for Assessment for learning Deputizes for Principal
Experienced Teacher SEN	Full time	Essential to recruit someone with SEN expertise 0.5 SENCO 0.5 year 2 class (shared with assistant head) Will become full time SENCO in third year

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for class of year 1 Responsible for KS1 mathematics development
Nursery Nurse	Full Time	Will work across Reception classes and provide liaison with Shining Stars nursery Provide expert early years knowledge Pastoral care Pediatric first aid care
Sports Coach	4 hours per week	To provide high quality sport to yr 2 classes and provide PPA cover. This will build up as number of teachers increase. PPA cover will be provided by sports coaches (thus cheaper PPA cover and high standard of sport-fits with vision)
Teaching Assistants	2 Full time	2 extra needed for ratios/ fit with vision of group teaching etc. Total 7. Two per Reception class One per year one class One per year two class General and specific support within classes, for groups and individuals Will cover supervision of playgrounds
Midday supervisors	2 x 5 hrs week	Increase by 2 so 7 altogether

MAP2 THIRD YEAR: 2015-16 Total pupils 210

Keep everyone as in second year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for class of year 2 Responsible for Art/Music/Drama Leadership training trained to become leader of Discoverers Stage in 2016 with TLR (Previous responsibility of Assistant Head and SENCO-both of these will now be non-teaching, and will fit with expectation of high level of SEN needs)
Teacher	Full Time	Responsible for year 2 class
Teacher	Full Time	Responsible for class of year 3 Mathematics expertise- team leader for maths KS2
Sports Coach(es)	8 hrs week	Increase of 8 hours - 12 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
Teaching Assistants	2 Full Time	2 extra needed (one for each extra class) for ratios/ fit with vision of group teaching etc. Total 9.
Caretaker/Handyman	0.5 FTE	Assist MAP's existing caretaking team with standard caretaking and site maintenance/litter collection duties
Catering Assistant	3.5 hours per day TTO	Will assist MAP's existing in-house catering team to deliver school meals for the primary

Personnel	FTE	Roles/notes
Midday Supervisors	2 x 5 hours per week	Employ 2 more. Total 9.
ICT Technician	0.5 FTE	To assist MAP's existing IT team support the primary.

MAP2 FOURTH YEAR: 2016-17 Total pupils 270

Keep everyone as in third year above and add:

Personnel	FTE	Roles/notes
Experienced KS Class teacher AST	Full time	Experienced KS2 – will be team leader for Explorers Stage (yr 3 and 4) Responsible for management of personnel in Explorers Stage Responsible for class of year 3
Teacher	Full time	Responsible for Year 4 class Science Expertise- will become responsible for KS2 science
Sports Coach(es)	4 hours week	Increase 4 hours - 16 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
Teaching Assistants	3 FTE	Increase TA by 3 staff One for each extra class in year 3 and 4 One to provide intervention support programmes and lunchtime reading clubs (fits in with

Personnel	FTE	Roles/notes
		vision) - will start later in morning and work over lunch period.
Assistant Administrator	0.5 FTE	To assist the administrator
Midday Supervisors	2 x 5 hours per week	Employ 2 more. Total 11.

MAP2 FIFTH YEAR: 2017-18 Total pupils 330

Keep everyone as in fourth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for Year 4 class
Teacher	Full time	Experienced – will be team leader for Pioneers Stage with TLR Responsible for management of personnel in Pioneers Stage Responsible for Year 5 class
Sports Coach(es)	4 hours week	Increase 4 hours - 20 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
HLTA	Full Time	Will provide additional PPA cover for 20% of week for Explorers team leader

Personnel	FTE	Roles/notes
		SENCO support for Explorers – admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Explorer Pediatric first aid care
Teaching Assistants	3 FTE	Increase TA by 3 staff One for each extra class in year 4 and 5 One to provide intervention support programmes and lunchtime reading clubs (fits in with vision) - will start later in morning and work over lunch period.
Midday Supervisors	1 x 5 hours week	Employ 1 more. Total 12.

MAP2 SIXTH YEAR: 2018-19 Total pupils 390

Keep everyone as in fifth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for Year 5 class English expertise- responsible for KS2 English curriculum
Teacher	Full time	Responsible for Year 6 class
Sports Coach(es)	4 hours per week	Increase 4 hours - 24 hours altogether

Personnel	FTE	Roles/notes
		This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA
HLTA	0.5 FTE	Will provide some additional PPA cover for Pioneers team leader SENCO support for Pioneers – admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Pioneer
Teaching Assistants	2 FTE	One for each extra class in year 5 and 6
Assistant Administrator	0.5 FTE	To assist the administrator
Catering Assistant	3.5 hours per day TTO	Will assist MAP's existing in-house catering team to deliver school meals for the primary
Midday Supervisors	1 x 5 hours week	Employ 1 more. Total 13.
ICT Technician	0.5 FTE	To assist MAP's existing IT team support the primary

MAP2 SEVENTH YEAR: 2019-20 Total pupils 420

Keep everyone as in sixth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for Year 6 class
Teacher	Full Time	To provide 1:1 tuition support (80%) and supply cover (20%)
Sports Coach(es)	4 hours per week	Increase 4 hours - 28 hours altogether
Teaching Assistants	1 FTE	One for extra class in year 6
Midday Supervisors	1 x 5 hours week	Employ 1 more. Total 14.

Appendix 6 Staffing structure at 90% of plan

Please refer to the separate document – Appendix 6a MAP2 Financial Plan – mainstream 90% pupils final, for the detailed financial models

MAP2 Staffing Structure in the first year 2013-14

Total pupils 81

Assuming opening with **two** classes of Reception and **one** class of Year 1 and ensuring the right ‘skill set’ from the beginning to build upon.

Personnel	FTE	Roles/notes
Principal	Full Time	Will teach for 20% of week to cover PPA for two teachers in the first year. Will be the lead SENCO for the first year (HLTA for support)
Experienced Teacher AST	Full Time	(Essential- expert in Foundation Stage /KS1 practitioner) Appointed as Key Stage 1/FS co-ordinator/ <u>team leader</u> Responsibility for one class of Foundation Pupils Will manage performance of other teachers in Reception and Year 1 Responsible for whole curriculum development <u>Deputises for head in first year</u>
Experienced Teacher	Full Time	Responsible for Reception class Has expert Literacy/Language knowledge Responsible for Literacy and EAL

Personnel	FTE	Roles/notes
		Has completed ECAR (Every Child a Reader) and ECAT training - will deliver these programmes.
Teacher	Full Time	Responsible for class of year 1 Responsible for KS1 mathematics development
HLTA	0.5 FTE	Not class based but employed for specific duties: Will provide cover PPA for 20% of week SENCO support –admin/parent meetings/ agency support/CAF and referrals in conjunction with Principal Deliver intervention/extension programmes for individuals and groups Pediatric first aid care
Teaching Assistants	5 Full time	Needed for ratios/ fit with vision of group teaching etc Two per Reception class One per year one class General and specific support within classes, for groups and individuals Will cover supervision of playgrounds
Midday supervisors	5 staff 1x hour day 5 hrs a week	5 staff to supervise midday break
Speech and Language Therapist	6 hours per week	Will be contracted-in to make assessments and devise communication programmes for TAs to deliver

Personnel	FTE	Roles/notes
Administrator	1 TTO (43 weeks)	Secretary/receptionist with financial responsibilities (supported by MAP Finance team)

MAP2 SECOND YEAR: 2014-15 - 135 pupils

Keep everyone as in first year above and add:

Personnel	FTE	Roles/notes
Experienced Teacher SEN	Full time	Essential to recruit someone with SEN expertise 0.8 SENCO 0.2 PPA cover (taking over from Principal) Will become full time SENCO in third year
Teacher	Full Time	Responsible for class of year 1 Responsible for home school partnership Responsible for KS1 Science development
Teacher	Full Time	Responsible for class of year 2 Responsible for Art/Music/Drama Leadership training trained to become leader of Discoverers Stage in 2016 (with TLR)
Sports Coach	4 hours per week	To provide high quality sport to year 2 classes and provide some PPA cover. This will build up as number of teachers increase.

Personnel	FTE	Roles/notes
		PPA cover will be provided by sports coaches (thus cheaper PPA cover and high standard of sport-fits with vision)
Teaching Assistants	2 Full time	2 extra needed for ratios/ fit with vision of group teaching etc. Total 7. Two per Reception class One per year one class One per year two class General and specific support within classes, for groups and individuals Will cover supervision of playgrounds
Midday supervisors	2 x 5 hours week	Increase by 2 so 7 altogether
Caretaker/Handyman	0.5 FTE	Assist MAP's existing caretaking team with standard caretaking and site maintenance/litter collection duties

MAP2 THIRD YEAR: 2015-16 Total pupils 189

Keep everyone as in second year above and add:

Personnel	FTE	Roles/notes
Assistant Headteacher	Full Time	Team Leader for Explorers Stage until 2016 Responsible for Assessment for learning, curriculum development Deputizes for Principal
Teacher	Full Time	Responsible for class of year 2
Teacher	Full Time	Responsible for class of year 3 Mathematics expertise- team leader for maths KS2
HLTA	0.5 FTE	Increases HLTA role to full time post
Teaching Assistants	2 FTE	2 extra needed (one for each extra class) for ratios/ fit with vision of group teaching etc. Total 9.
Midday Supervisors	1 x 5 hours week	Employ 1 more
Catering Assistant	1 x 3.5 hours per day TTO	Will assist MAP's existing in-house catering team to deliver school meals for the primary

MAP2 FOURTH YEAR: 2016-17 Total pupils 243

Keep everyone as in third year above and add:

Personnel	FTE	Roles/notes
Teacher	Full time	Responsible for year 3 class
Experienced KS Class teacher AST	Full time	Experienced KS2 – will be team leader for Explorers Stage (yr 3 and 4) Responsible for management of personnel in Explorers Stage Responsible for class of year 4
Sports Coach(es)	4 hours week	Increase hours - 8 hours altogether This will increase by 4 hours each year until school is full Total hours when full 20 hours equivalent per week to cover some PPA
Teaching Assistants	2 FTE	2 extra needed (one for each extra class) for ratios/ fit with vision of group teaching etc. Total 11
Midday Supervisors	2 x 5 hours week	Employ 2 more
Caretaker/Handyman	0.5 FTE	Increases complement to 1 full time to assist MAP's existing caretaking team with standard caretaking and site maintenance/litter collection duties
ICT Technician	0.5 FTE	To assist MAP's existing IT team support the primary

MAP2 FIFTH YEAR: 2017-18 Total pupils 297

Keep everyone as in fourth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full time	Responsible for Year 4 class Science Expertise- will become responsible for KS2 science
Teacher	Full Time	Responsible for Year 5 class English expertise- responsible for KS2 English curriculum
Sports Coach(es)	4 hours week	Increase hours - 12 hours altogether This will increase by 4 hours each year until school is full Total hours when full 20 hours equivalent per week to cover some PPA
Nursery Nurse	0.5 FTE	Will work across Reception classes and provide liaison with Shining Stars nursery Provide expert early years knowledge Pastoral care Pediatric first aid care
Teaching Assistants	2 FTE	2 extra needed (one for each extra class) for ratios/ fit with vision of group teaching etc. Total 13
Midday Supervisors	1 x 5 hours week	Employ 1 more
Assistant	0.5 FTE	To assist the administrator

Personnel	FTE	Roles/notes
Administrator		

MAP2 SIXTH YEAR: 2018-19 Total pupils 351

Keep everyone as in fifth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full time	Experienced – will be team leader for Pioneers Stage (with TLR) Responsible for management of personnel in Pioneers Stage Responsible for Year 5 class
Teacher	Full Time	Responsible for Year 6 class
Sports Coach(es)	4 hours week	Increase hours - 16 hours altogether This will increase by 4 hours each year until school is full Total hours when full 20 hours equivalent per week to cover some PPA
HLTA	Full Time	Will provide cover additional PPA for 20% of week for Explorers team leader SENCO support for Explorers – admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Pioneer Pediatric first aid care
Teaching Assistants	2 FTE	2 extra needed (one for each extra class) for ratios/ fit with vision of group teaching etc. Total 15
Catering Assistant	1 x 3.5 hours	Will assist MAP's existing in-house catering team to deliver school meals for the primary

Personnel	FTE	Roles/notes
	per day TTO	
Midday Supervisors	1 x 5 hours week	Employ 1 more

MAP2 SEVENTH YEAR: 2019-20 Total pupils 378

Keep everyone as in sixth year above and add:

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for Year 6 class
Sports Coach(es)	4 hours per week	Increase 4 hours - 20 hours altogether
Teaching Assistants	1 FTE	1 extra needed (for year 6 class) for ratios/ fit with vision of group teaching etc. Total 16
HLTA	0.5 FTE	Will provide some additional PPA cover for Pioneers team leader SENCO support for Pioneers – admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Pioneer

Marine Academy Plymouth
(A Company Limited by Guarantee)

Annual Report and Financial Statements

Period Ended 31 August 2011

Company Registration Number 07194412

Marine Academy Plymouth

Financial Statements

Period Ended 31 August 2011

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Marine Academy Plymouth

Reference and Administrative Details

Period Ended 31 August 2011

Governors (Trustees)

[REDACTED]	(Chairman appointed 18 March 2010) * (appointed 18 March 2010) (appointed 18 March 2010, resigned 11 May 2010) (appointed 18 March 2010, resigned 20 October 2010)
[REDACTED]	(Principal and Accounting Officer appointed 19 April 2010) (appointed 1 September 2010) (appointed 1 September 2010)
[REDACTED]	(appointed 1 September 2010) * (appointed 1 September 2010)
[REDACTED]	** (appointed 6 October 2010) (appointed 26 January 2011)
[REDACTED]	(Staff Governor appointed 13 July 2011)

* members of the Finance Committee

Company Secretary

[REDACTED]

Responsible Officer

[REDACTED]

Senior Leadership Team:

Senior Vice Principal
Assistant Vice Principal
Corporate Director of Business & Finance:
Director of Operations
Director of Marine Specialism

[REDACTED]

Principal and Registered Office

[REDACTED]
Plymouth
[REDACTED]

Company Registration Number 07194412 (England and Wales)

Independent Auditor

[REDACTED]
Plymouth
[REDACTED]

Bankers

[REDACTED]
Plymouth
[REDACTED]

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

The governors present their annual report together with the financial statements and auditors' report of the Charitable Company for the period ended 31 August 2011. The Charitable Company was incorporated on 18 March 2010. There followed a lead in period before the academy took over the operations of the school on 1 September 2010.

Structure, Governance and Management

Constitution

The Academy Trust is a company limited by guarantee and an exempt charity. The Charitable Company's memorandum and articles of association together with the Funding Agreement entered into with the Secretary of State for Education dated 30 March 2010 are the primary governing documents of the Academy Trust.

The members of the Charitable Company each undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

The articles of association require the members of the Academy to appoint at least three governors to be responsible for the affairs and management of the Academy. The governors act as the trustees for the charitable activities of Marine Academy Plymouth Limited and are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as Marine Academy Plymouth.

Details of the governors who served throughout the year except as noted are included in the Reference and Administrative Details on page I.

Governors' Indemnifies

Employees and governors are covered by professional indemnity insurance for failings arising from the performance of their duties that may lead to civil liability. There are no other specific third party indemnifies beyond this which require reporting in the context of section 236 of the Companies Act 2006.

Principal Activities

The principal object and activity of the Charitable Company is to advance for the public benefit education in the United Kingdom, in particular by establishing, maintaining, carrying on, managing and developing a school offering a broad range of curriculum for pupils of different abilities with a strong emphasis on technology and science (with a focus on the marine environment).

Method of Recruitment and Appointment or Election of Governors

Members of the charitable company may be nominated by the Principal Sponsor of the Academy (Plymouth University), the Co-Sponsors [Plymouth City Council and Cornwall College of Further Education) and the Secretary of State for Education.

The Articles of Association require the members of the Charitable Company to appoint at least three governors to be responsible for the statutory and constitutional affairs of the Charitable Company and the management of the Academy. The Principal Sponsor may appoint up to seven Sponsor Governors. The Co-Sponsors may appoint one governor each. The Local Authority may also appoint one LA Governor. The Principal of the Academy is treated for all purposes as being an ex-officio governor.

The Governing Body makes all necessary arrangements for, and determines all other matters relating to, the election of the one Staff Governor and the one Parent Governor.

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

The Parent Governor must be elected by parents of registered pupils at the Academy, and must be a parent at the Academy at the time when he/she is elected. Every parent of a registered pupil at the Academy must be given the opportunity to stand as a candidate and to vote at the election. Any election of a Parent Governor which is contested must be held by secret ballot.

The term of office for any governor is four years, save that this shall not apply to the Principal or the Principal Sponsor (during any period that the Principal Sponsor is a Governor). Subject to remaining eligible to be a particular type of governor, any governor may be re-appointed or re-elected.

At their first meeting every school year, the Governing Body will elect a chairman and vice-chairman. A governor who is employed by the Academy Trust will not be eligible for election as chairman or vice-chairman.

The sponsors may also appoint an associate governor with a particular area of experience or expertise to attend sub-committee meetings and who are entitled to attend full Governing Body meetings. They are not governors and do not have the right to vote at meetings. At present four such associate governors have been appointed.

Policies and Procedures Adopted for the Induction and Training of Governors

The training and induction provided for new governors will depend on their existing experience. Where necessary induction will provide training on charity and educational legal and financial matters. All new governors are given a tour of the Academy and the chance to meet with staff and students. All governors are provided with the means by which to obtain copies of policies from the Academy web site, also procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as governors.

At least one Governors' Away Day is organised each year which includes, when appropriate, training sessions to keep the governors updated on all relevant developments impacting on their role and responsibilities.

Organisational Structure

The organisational structure of the Academy consists of three senior levels:

- the Board of Governors including the Principal;
- the Senior Leadership Team:
- the Learning Directorate.

An aim of the management structure is to distribute leadership and responsibility and encourage involvement in decision making at all levels as well as to ensure good practice in terms of professional development.

The Board of Governors is responsible for setting general policy, adopting an annual plan and budget, monitoring the Academy by the use of budgets and making major decisions about the strategic direction of the Academy, capital expenditure and senior staff appointments. The Governing Body meets twice each term to receive reports from its sub-committees and manage its strategic objectives. There are four main sub-committees of the Governing Body each of which meet termly. These are Finance, Personnel, Curriculum and Student Welfare. There is also an Early Years Provision group which meets termly to advise the Student Welfare committee on Shining Stars nursery issues.

The Senior Leadership Team comprises the Principal and those other senior managers shown on page 1. These managers control the Academy at an executive level, implementing the policies laid down by the governors and reporting back to them. As a group, the Senior Leadership Team is responsible for the authorisation of spending within agreed budgets and

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

the appointment of staff, although appointment boards for posts in the Learning Directorate always contain a governor. Some spending control is devolved to members of the Learning Directorate, with limits above which a member of the Senior Leadership Team must countersign.

The Learning Directorate comprises the Senior Leadership Team, the five Learning Zone Directors, the Directors of Teaching and Learning: Maths Specialism and University Associate Tutor and an internship role. Other members of staff are invited to present at Learning Directorate meetings as and when required. The Learning Directorate is responsible for the day to day operation of the Academy, in particular organising and quality assuring the teaching staff, students and facilities.

Risk Management

The governors undertake a formal risk management process to identify, assess and, where possible, establish controls for the major risks to which the Academy is exposed, in particular those relating to the specific teaching, provision of facilities and other operational areas of the Academy and its finances. This process involves identifying the types of risk the Academy faces, scoring and prioritising them in terms of their potential operational, compliance, financial and strategic impact, assessing the likelihood of occurrence and identifying means of mitigating or transferring the risks taking into account the costs relative to the benefit obtained.

In the opinion of the governors, the Academy has implemented appropriate and effective systems, procedures and internal controls (including those relating to finance set out in the Statement on Internal Control) to allow the risks identified to be managed or mitigated to an acceptable level to ensure that the Academy's ambitions can be delivered.

Connected Organisations, including Related Party Relationships

Plymouth University, the Principal Sponsor of the Academy, and the Co-Sponsors, Plymouth City Council and Cornwall College are the only organisations with whom the Academy is formally connected.

Details of the related party transactions with these organisations are set out in note 28 to the Financial Statements.

Objectives and Activities

Objects and Aims

The principal object and activity of the Charitable Company is the operation of the Marine Academy Plymouth to provide education for pupils of different abilities with an emphasis on science and technology and a focus on the marine environment.

The principal objectives of the Academy are as follows:

- to ensure that every child enjoys the same high quality education in terms of resourcing, tuition and care;
- to raise the standard of educational achievement of all pupils;
- to improve the effectiveness of the Academy by keeping the curriculum and organisational structure under continual review;
- to provide value for money for the funds expended;
- to comply with all appropriate statutory and curriculum requirements;
- to maintain close links with higher education, industry and commerce; and

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

- to conduct the Academy's business in accordance with the highest standards of integrity, probity and openness.

Objectives, Strategies and Activities

In accordance with the articles of association the Charitable Company has adopted a "Scheme of Government" approved by the Secretary of State for Education.

The Scheme of Government specifies, amongst other things, the basis for admitting students to the Academy, the area from which students are drawn, and that the curriculum should comply with the national agenda with an emphasis on the marine environment, employability and the pathways available to those within the marine environment.

The main objectives of the Academy during the year 2010 –2011 are summarised below:

- to ensure that the Academy opens efficiently and effectively;
- to ensure that every child has access to the same high quality education in terms of resourcing, tuition and care:
- to raise the standard of educational achievement of all students:
- to improve the effectiveness of the Academy by keeping the curriculum and organisational structure under constant review:
- to provide value for money for the funds expended;
- to comply with all statutory requirements:
- to maintain close links with industry and commerce; and
- to conduct the Academy's business in accordance with the highest standards of integrity, probity and openness.

Strategies and Activities

Marine Academy Plymouth is the UK's first Marine Academy. It is a state-funded specialist secondary school with three sponsors, Plymouth University, Cornwall College and Plymouth City Council. Plymouth evolved as a city because of the sea, and its future prosperity depends on it and this is why the very first 'marine' academy has been opened here.

Science, technology, art and sport are all integral to Plymouth, and they are to Marine Academy Plymouth. Marine Academy Plymouth's unique specialism is the marine environment and encompasses science, technology and engineering all of which are also specialisms of our Principal Sponsor, Plymouth University. Our focus is on the employment pathways which are integral to a marine environment such as are to be found here in Plymouth, in the wider south west and globally.

The Marine theme is not just about Marine Science. All the careers that we currently pursue from a land-based concept can feasibly be accessed in association with the sea and marine: careers in areas such as engineering, tourism, medicine, catering, building and agriculture can all be associated with the sea-and much of it concerns new knowledge.

Marine Academy Plymouth's focus is to help to prepare and develop the students' career opportunities- for today's traditional jobs and for those that we don't yet know about; we will achieve this through a commitment to high standards and to sustainability. To this end, our activities include:

- tuition and learning opportunities for all students to attain appropriate academic qualifications;

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

- an emphasis on Education Outside the Classroom in order to exploit innovative learning strategies which will engage students and sign post employment pathways in the marine environment of the city and the region;
- training opportunities for all staff and especially teaching staff in partnership with Plymouth University and, specifically, the Faculty of Education, in order to raise the standard of pedagogy in practice and embed further accreditation as entitlement;
- secondments and placing of students with industrial and commercial partners;
- a programme of leadership, adventure and sporting activities which will expand both the horizons of our students but also increase self-confidence and self-belief;
- a programme of extra-curricular activities for all students which will enable students to understand the opportunities available in and to the community, including volunteering;
- a system of after school 'clubs' in partnership with partner primary schools which will allow vertical teaching and learning so that students can explore science and engineering in a practical and project-orientated way;
- an emphasis on the continuum of education from 0 – 19 which will allow students to obtain employment, training and access to higher education but, specifically, understand and key into Life-Long Learning.

Public Benefit

The primary purpose of the Marine Academy Plymouth is the advancement of education within the St Budeaux area specifically, and the north west of Plymouth in general. Inextricably linked with this purpose is the aim of contributing to the public good. With this in mind, and in setting the Academy's objectives and planning its activities, the governors have given careful consideration to the Charity Commission's general guidance on public benefit. In particular, through the provision of incidental educational and other activities, the Academy aims to contribute considerable benefit to the local community.

The establishment of the Shining Stars nursery has been hugely successful; the 32 place nursery is now running at 90% capacity and there is a waiting list from March 2012 onwards. The nursery is well-placed to enable the community to take advantage of the new government strategy to incorporate 2,3 and 4 year olds into its nursery provision scheme. It is envisaged that this resource for the community will not be able to answer the demands of the community unless it expands over the next 3–5 years.

The Academy has also made a targeted approach to primary partners in order to have impact upon the intake at Year 7. Entry levels are very low, below the national average, and literacy and numeracy levels in particular impact upon the Academy's ability to raise standards, therefore the work with primary feeder schools is essential. The Primary Project involves the Academy's staff devising and running schemes of learning for vertical groups of Years 5, 6 & 7 based on STEM, with literacy and numeracy at its heart. The Academy staffs and timetables this work and is seeking funding from the Educational Endowment Foundation in order to make this work sustainable. In this way, the Academy seeks to impact not only on educational outcomes but also on health and well-being and therefore on life chances.

Other community events and activities the Academy has undertaken in its first year of operations include:

- various sports clubs using the sports facilities at the Academy including football, badminton, netball, jujitsu, tae-kwon-do and zumba dance classes;
- the Academy's football pitches being used throughout the season by 22 highly successful community teams of all ages and both sexes, including pupils from the Academy;

Marine Academy Plymouth

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Period Ended 31 August 2011

- lunches provided for local old age pensioners;
- dramatic productions and local talent shows for the community performed in our theatre by our students' One Night Only company, and other professional touring companies such as the Miracle Theatre Company and the Young Americans;
- a varied summer schools programme.

All of the above activities are planned to increase next year, for example with more targeted adult education sessions such as Maths For Life, theatrical productions from internationally renowned companies like the Royal Shakespeare Company, and basing the City's Summer Mix programme at the Academy in order that more young people from north west Plymouth can access a wide variety of activities throughout the summer holiday.

The Academy has given a high priority to providing public benefit to a cross section of the community, but perhaps the greatest benefit that the Academy can offer is the provision of an education that maximises each student's potential to develop principled, informed, open minded and confident citizens who respect the beliefs of others and who are determined to make a positive contribution to society.

Achievements and performance

The Academy has completed its first year of operation at the end of which examination results showed a significant improvement in line with the aims of the Academy as stated and in line with the planned trajectory, but also in exceeding the national minimum expectation. At GCSE 73% of students achieved 5 or more A*-C grades (compared to the 47% in the final year of the predecessor school); 38.4% achieved 5 or more A*-C grades including English and Maths (2010:31%); and at sixth form the Academy achieved a QCA mean score per student of 604 (2010:537).

The Ofsted Monitoring Visit in September 2011 found that the Academy had made and was making GOOD PROGRESS and, significantly, found 'no teaching to be less than satisfactory' and the behaviour of students to be never less than 'good'. Standards were seen to be rising: 'The Academy's tracking systems demonstrate that the rate of progress made by students is accelerating' and that 'Good progress has been made towards the challenging targets that have been set for each year group'. Importantly, Ofsted noted that 'A very rigorous system of reviews with individual teachers ensures that students' progress is monitored regularly.' The Academy has 'very successfully secured a foundation for life-long learning and the students' eagerness is demonstrated in their positive attitudes.' 'The local community notice the difference in student attitudes and take time to share this with the Academy.' 'Behaviour is good and students move around the Academy sensibly'. 'Students enjoy school and particularly appreciate more school trips – educational treats for good learning'.

Ofsted reported that 'Teaching and learning were good or better in three quarters of the lessons seen and no inadequate lessons were observed'. The impact of the marine specialism was deemed 'good' by Ofsted; the curriculum is broad with strengths in training and study programmes linked to the specialism of the Academy. Above all, Ofsted noted that the Academy has 'good' capacity to improve; strategic planning is clear, targeted on those areas in most urgent need of change and is constantly monitored.

Going Concern

After making appropriate enquiries, the Governing Body has a reasonable expectation that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

Financial Review

Financial report for the period

Most of the Trust's income is obtained from the DfE principally in the form of a recurrent annual grant, the use of which is restricted to cover the normal running costs of the Academy. The grants received from the DfE during the period ended 31 August 2011 and the associated expenditure are shown as restricted general funds in the Statement of Financial Activities.

The Academy also receives grants for fixed assets from the DfE and in this period from the Local Authority, Plymouth City Council. Such grants which totalled £254,000, are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The restricted fixed asset fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

During the period ended 31 August 2011 total income of £8,212,000 (excluding restricted fixed asset funds) exceeded expenditure of £7,378,000 (excluding depreciation) by £834,000. This surplus includes £561,000 of net start-up funding received from the DfE. Expenditure on staff costs of £5,487,000 accounted for 74% of total expenditure and included £287,000 of redundancy costs incurred as a result of a restructure undertaken by the Academy.

At 31 August 2011 the net book value of fixed assets was £8,024,000 and movement in tangible fixed assets are shown in note 13 to the financial statements. The assets (which principally comprise of the leasehold land and buildings transferred to the Academy by Plymouth City Council at the commencement of its operations) were used predominantly to provide education and the associated support services to the pupils at the Academy.

Net cash inflow for the period was £1,395,000 which was also the balance of cash in hand and at bank on the 31 August 2011.

Principal Risks and Uncertainties

The governors, supported by the risk framework described on above, keeps under review the strategic risks facing the Academy and the programmes which help to manage or mitigate this risk. Amongst the most important strategic risks at present are:

- the impact in changes in the economy generally and the resultant the decline in funding across the education sector from public sources, including reductions in post-16 funding and other Academy grant funding;
- the specific impact of the key stage three demographic dip in Plymouth over the next 4 years and the Academy's ability to sustain consistent improvements in teaching and learning in the face of decreasing budgets caused by the resultant reduction in pupil numbers;
- the Academy's ability to deliver the transformational changes envisaged in its vision when funding for the new build has been reduced by some 50%; and
- the potential disruptive impact the build could have on operations generally, and teaching and learning in particular, over the next two years.

Reserves Policy

The governors review the reserve levels of the Academy annually as part of its rolling 3 year budget setting process. The policy of the governors is to maintain a level of reserves that will be adequate to provide a stable basis for the continuing activity of the Academy having in mind such factors as fluctuations in anticipated pupil numbers, whilst ensuring that excessive funds are not accumulated.

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

At 31 August 2011 the Academy held fund balances of £7,796,000 comprising £8,139,000 of restricted fixed asset funds, £803,000 of combined restricted and unrestricted general funds and a pension reserve deficit of £1,200,000. The governors are satisfied that these reserves are sufficient for the Academy's continuing activity given the known reduction in pupils entering secondary education across the city of Plymouth in the next few years and the significant funding changes currently occurring in the education sector.

Investment Policy

The governors' policy adopts a prudent approach to the investment of surplus funds, investing in low risk short term bank deposits.

Plans for Future Periods

The Academy has several key aims for its second year of operation (2011/12) namely:

- continuing and sustained work to ensure the Raising Standards agenda impacts successfully on all students' outcomes;
- continuing and sustained work to ensure the Raising Standards agenda impacts on all aspects of students' experience and environment;
- continuing and sustained work to ensure the Raising Standards agenda impacts on the community as a whole, including parents, families and those living within the wider community, with a specific emphasis on adult learning, wider contribution and volunteering.

Specifically, the Academy will focus on:

- managing the new building project in order that it is delivered on time and on budget;
- managing the organisation of the day-to-day operation of the Academy so that learning can continue to deepen and outcomes continue to follow the projected upward trajectory;
- continuing to build working relationships with the wider community through the Primary Project by developing common curriculum and common teaching and learning strategies in order to impact upon literacy and numeracy levels coming into the Academy
- broadening the Primary Project through use of Renaissance Reading and the development of consultancy in order to impact upon literacy and build bonds with the primary constituency;
- continuing to seek external funding streams to finance the development of the Academy's radical approach to all-through education and the reduction of impact of transition points;
- continuing to seek external funding streams to further enhance the facilities available to the wider community;
- working to complete an application for a primary school on site to answer the aim of all-through education;
- continuing the programme of interventions, specifically through sports and leadership, to develop an ethos of extra-curricular involvement and health and fitness related activity; and
- continuing to develop the ethos of the Academy being the Hub on The Hill, providing for the educational, sporting and life-long learning needs of a community whose life-chances will be impacted upon by the pro-activity of the Academy.

Marine Academy Plymouth

Governors' Report

Period Ended 31 August 2011

Auditor

In so far as the governors are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the governors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Approved by order of the members of the Governing Body On 12 December 2011 and signed on its behalf by:



Chair

Marine Academy Plymouth

Statement on Internal Control

Period Ended 31 August 2011

Scope of Responsibility

As governors, we acknowledge we have overall responsibility for ensuring that Marine Academy Plymouth has an effective and appropriate system of control, financial and otherwise. However such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

The Governing Body has delegated the day-to-day responsibility to the Principal, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Marine Academy Plymouth and the Secretary of State for Education. They are also responsible for reporting to the Governing Body any material weaknesses or breakdowns in internal control.

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Marine Academy Plymouth for the period ended 31 August 2011 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The Governing Body has reviewed the key risks to which the Academy Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Governing Body is of the view that there is a formal ongoing process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period ending 31 August 2011 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Governing Body.

The Risk and Control Framework

The Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Governing Body;
- regular reviews by the Finance and General Purposes Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines.
- delegation of authority and segregation of duties;
- identification and management of risks.

The Governing Body has considered the need for a specific internal audit function and has decided not to appoint an internal auditor. However, the governors have appointed [REDACTED], the [REDACTED], as Responsible Officer ('RO'). The RO's

Marine Academy Plymouth

Statement on Internal Control

Period Ended 31 August 2011

role includes giving advice on financial matters: the governors have appointed an independent firm of chartered accountants, [REDACTED], to perform a range of checks on the RO's behalf of the Academy Trust's financial systems. On a termly basis, the RO reports to the Governing Body on the operation of the systems of control and on the discharge of the Governing Body's financial responsibilities.

Review of Effectiveness

As Accounting Officer, the Principal has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- the work of the Responsible Officer;
- the work of the external auditor;
- the financial management and governance self assessment process;
- the work of the executive managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance and General Purposes Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the Governing Body on 12 December 2011 and signed on its behalf by:

[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

Marine Academy Plymouth

Statement of Governors' Responsibilities

Period Ended 31 August 2011

The governors (who act as trustees for charitable activities of Marine Academy Plymouth and are also the directors of the Charitable Company for the purposes of company law) are responsible for preparing the governors' report and the financial statements in accordance with the Annual Accounts Requirements issued by the Young People's Learning Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the governors to prepare financial statements for each financial year. Under company law the governors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the Charitable Company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the governors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charitable Company will continue in business.

The governors are responsible for keeping adequate accounting records that are sufficient to show and explain the Charitable Company's transactions and disclose with reasonable accuracy at any time the financial position of the Charitable Company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the Charitable Company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The governors are responsible for ensuring that in its conduct and operation the Charitable Company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the YPLA/DfE have been applied for the purposes intended.

The governors are responsible for the maintenance and integrity of the corporate and financial information included on the Charitable Company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the Governing Body on 12 December 2011
and signed on its behalf by:



Marine Academy Plymouth

Independent Auditor's Report to the Members of Marine Academy Plymouth

Period Ended 31 August 2011

We have audited the financial statements of Marine Academy Plymouth for the period ended 31 August 2011 which comprise the Statement of Financial Activities, the Balance Sheet, Cash Flow Statement and the related notes. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and its members as a body, for our audit work, for this report, or for the opinion we have formed.

Respective Responsibilities of Governors And Auditors

As explained more fully in the Governors' Responsibilities Statement set out on page 10 and 11, the Governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

Scope of the audit of the financial statements

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the charitable company's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Governors' Report to identify material inconsistencies with the audited financial statements. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

Opinion

in our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2011 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice, and the Annual Accounts Direction issued by the Young People's Learning Agency;
- have been prepared in accordance with the requirements of the Companies Act 2006.

Opinion on other matters prescribed by the Academy's Funding Agreement with the Secretary of State for Education

Grants made by the Young Person's Learning Agency have been applied for the purposes intended.

Marine Academy Plymouth

Independent Auditor's Report to the Members of Marine Academy Plymouth

Period Ended 31 August 2011

Opinion on other matter prescribed by the Companies Act 2006

In our opinion the information given by the Governors' Annual Report for the financial period for which the financial statements are prepared is consistent with the financial statements.

Matters on which we are required to report by exception

We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Governors' remuneration specified by law are not made; or
- we have not received the information and explanations we require for our audit.

██████████ (██████████) For and on
behalf of

████████████████████

██████████

Plymouth

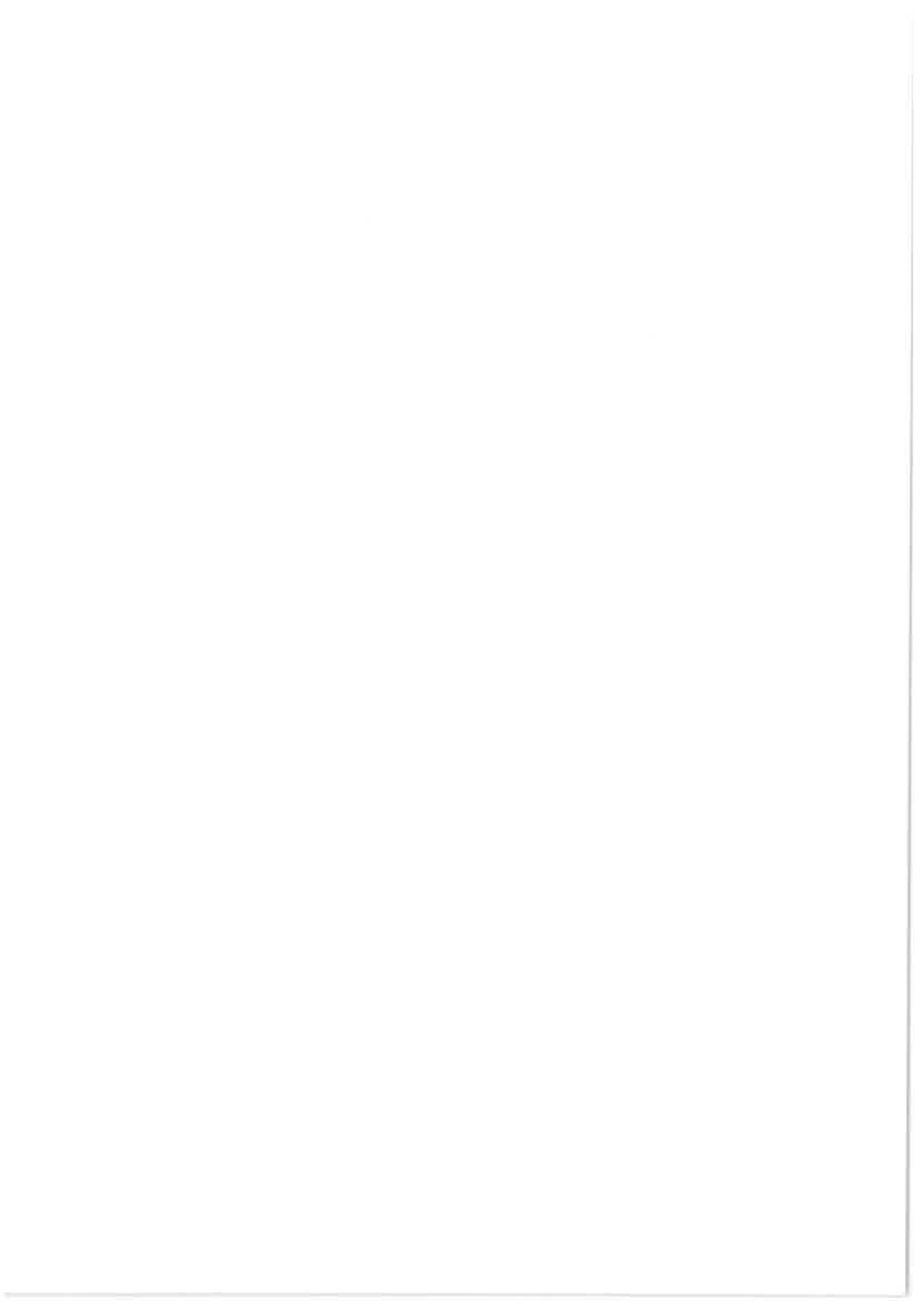
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14 Dec 2011

Marine Academy Plymouth

Statement of Financial Activities for the period ended 31 August 2011





Appendix 9

Appendix 8

